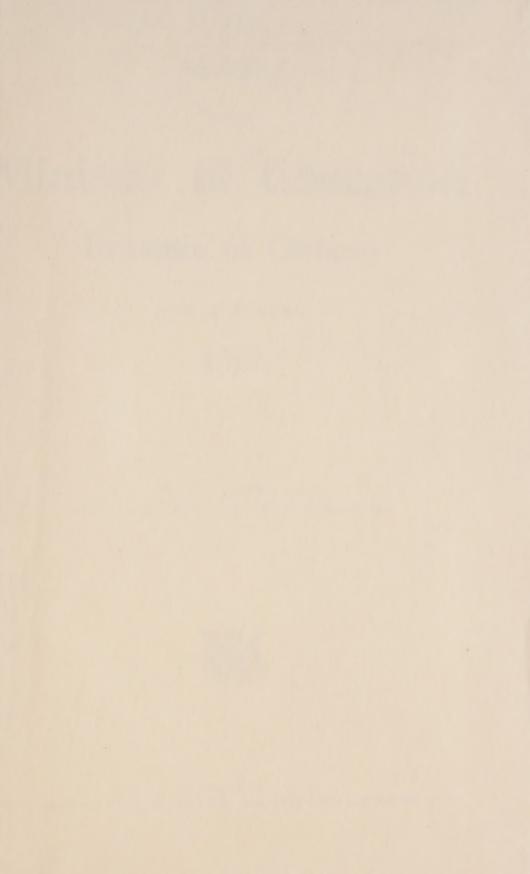


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Owkario. Education, sep. or

REPORT

OF THE

Minister of Education

Province of Ontario

FOR THE YEAR

1910

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY OF ONTARIO



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REPORT

OF THE

MINISTER OF EDUCATION FOR THE YEAR 1910

To the Honourable John M. Gibson, K.C., Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOUR:-

I beg to present to your Honour the Report of the Department of Education

for the fiscal year ending October 31st, 1910.

I am glad to be able to report to your Honour that the educational conditions of the Province show a distinct improvement in several highly important particulars. The supply of teachers-in-training continues to be adequate to the needs of the Province, providing those who receive certificates can be induced to accept schools in Ontario. The average salary paid to teachers steadily increases, both in rural and urban schools, and the action of many trustee boards in advancing salaries is a welcome sign that the best remedy to relieve the scarcity of teachers is being generally recognized and applied. There must also be noted the readiness of many rural and urban boards to spend the money required to build new schools or to improve the equipment and accommodation of old ones. The attention of your Honour is respectfully drawn to the reports of the inspectors of collegiate institutes and high schools, which reveal a satisfactory condition in respect to the secondary education of the Province. The report of the inspector of continuation schools also exhibits the growth of the movement to provide secondary instruction for pupils in the rural and smaller urban portions of the Province.

In view of complaints that the instruction in certain schools in the County of Essex was defective, owing to the presence in those schools of many pupils whose mother tongue is French, and who, it was contended, were not being well trained in either English or French, Dr. F. W. Merchant, Chief Inspector of Public and Separate Schools, was instructed to inquire into and report upon the English-French schools of the Province. Dr. Merchant is now engaged in the task assigned him. The investigation is to be a thorough one, and the inquiry will include, in addition to the schools in Essex and Kent, such schools of a similar class in Eastern and Northern Ontario as the chief inspector may deem necessary for complete under-

standing of the whole question.

STATISTICS OF PUBLIC AND SEPARATE SCHOOLS

The statistics presented herewith are for the calendar year 1909:

Substantial increases over the preceding year in salaries paid to the Public Substantial increases over the preceding year in salaries paid to the Public School teachers are again recorded in Appendix A, Table C, page 22. Also a comparative statement of salaries is given on page xxiv, showing the average amounts paid every quinquennial period since 1867, and for the last two years.

The average salaries for male and female teachers in urban schools in 1909 were \$1,009 and \$532 respectively, showing increases of \$14 and \$16 for the year. Rural schools show increases of \$22 and \$17, the salaries being \$484 for males and \$399 for females. These are the highest salaries recorded in both classes of schools and for both sexes in the history of the Province.

Owing to increases in population in the urban centres and in the newer portions of the Province, principally, there were engaged 189 more teachers in the Public and Separate Schools than in the preceding year—165 in the Public and 24 in the Roman Catholic Separate Schools. There were 720 more than five years previous—575 in the Public and 145 in the Separate Schools.

Notwithstanding the above increase in the number of teachers engaged and the demand for our University Faculty and Normal trained teachers by Western Canada and the increasing attractions of industrial life, it will be found that there is a great improvement recorded in the relative number of the high grades of teachers. In 1909 there were teaching in the schools 779 more First and Second Class certificated teachers and 594 fewer Third Class than in 1908. An increase of 843 in the number who had attended Normal Schools is also noticed. The number of other classes of certificates, including District and Temporary, remained stationary, there being 1,778 in 1909 and 1,774 in 1908.

This great improvement in one year in the qualifications of the teachers in these schools was caused by the opening of the three additional Normal Schools at Hamilton, Peterborough and Stratford in 1908, and the consequent closing of the County Model Schools in the same year.

URBAN AND RURAL SCHOOLS

There was an increase of 3,081 in the number of enrolled pupils, the total enrolment being 456,302. The rural schools showed a decrease of 2,997 pupils; the urban, an increase of 6,078 pupils, making in all 47.55 per cent. of the total enrolment, which is an increase of 1.02 per cent. for the year. Forty years ago the urban centres supplied only about 18 per cent. of the primary school pupils of the Province.

The percentage of average to total attendance increased from 60.05 to 60.17 per cent.

EXPENDITURES ON PRIMARY EDUCATION

The total expenditure upon the elementary schools of the Province now exceeds eight millions of dollars (\$8,141,423, being an increase of \$197,597 over 1908), and amounts to \$17.84 per pupil of enrolled attendance, an increase of 32 cents over 1908. While the expenditure on teachers' salaries increased by 74 cents per pupil, all other items showed a decrease. On pages XXIV and XXV will be found detailed, comparative statements for several years under the various headings.

The legislative grants to these schools increased by \$40,169 in 1909, and

amounted to \$810,595.

CONTINUATION SCHOOLS

The Continuation Schools numbered 128 in 1909, with an enrolled attendance of 5,866, being an increase of 549 for the year. In 1910 there were 135 of these schools, with an attendance of 5,917 pupils, an increase of 51 for the year. Two hundred and fifteen teachers were engaged, with an average salary of \$892 for principals and \$637 for assistants. Eight Continuation School Boards have been

created by County Councils in accordance with the terms of the new Act, and another (Thorndale) has been formed and will open in January, 1911, while one (Ayr) is a union of sections by agreement of the Boards of Trustees. The legislative grants to Continuation Schools in 1910 amounted to \$48,700.74.

HIGH SCHOOLS AND COLLEGIATE INSTITUTES

There were 145 of these secondary schools in 1909. Eight hundred and twenty teachers were engaged therein, 25 more than in the previous year. The highest salary paid was \$3,500, the average for principals being \$1,519, assistants, \$1,129, and for all, \$1,195, being an increase of \$56. The salaries being paid, the qualifications and number of teachers, in these schools at the present time will be found in Appendix V., pages 416 to 444.

The expenditure increased from \$1,385,832 to \$1,621,637, and the legislative grants from \$158,549 to \$170,102. The cost per pupil of enrolled attendance in-

creased from \$43.42 to \$48.99.

The attendance increased by 1,189, or from 31,912 to 33,101, and the percent-

age of average to total attendance from 62.23 to 62.81.

Detailed statistics for each school for 1909 will be found in Appendix A, pages 58 to 89, where is given, together with much other information, the proportion of pupils coming from the commercial, agricultural, professional, mechanical, labouring, and other classes of the Province.

The amounts under the various headings of receipts and expenditure, the cost per pupil, and the classification and destination of pupils, will be found on pages xxvII to xxIX, in tables giving such information for every five year period since

1867.

INSPECTORS' REPORT

The public school inspectors in the Counties of Stormont, Glengarry, Prescott and Russell made an investigation ordered by the government into those schools in Eastern Ontario, wherein violations of the school law took place. Their report covers all violations of law complained of. The inspectors were instructed to visit all the schools, to enquire into the complaints made, to forbid all illegal practices, and io stop any unpaid portions of the legislative grants where the school continues to be conducted in defiance of the act and regulations. The inspectors have carried out their instructions and the following brief summary of their reports shows what has been done:

No. 16, Roxborough, Stormont—During 1910 this school was conducted according to law, except that reading of Scripture was omitted; the trustees and teacher promise to observe the law in all respects; grant recommended to be paid.

No. 10, Finch, Stormont—Found that Roman Catholic prayers and catechism were used in school hours; both French and English taught; all pupils French; trustees have been notified of illegalities and teacher told to teach more English; grant withheld pending satisfactory assurances.

MUST CEASE CATECHISM

No. 10, Lancaster, Glengarry—School attended by both Protestants and Roman Catholics; catechism has been taught a quarter of an hour each day during school hours; teacher instructed to cease doing so; inspector thinks law is observed.

No. 9, Caledonia, Prescott—During school hours Roman Catholic prayers and catechism; grant withheld pending receipt of trustees' certificate to observe the law.

Nos. 13. and 14, Caledonia and S. Plantagenet—Roman Catholic religious ex-

ercises contrary to law; English well taught; grant withheld.

No. 14, E., Hawkesbury—Defective teaching of English and use of Roman Catholic prayers in past years, but now there is well qualified teacher and law is obeyed.

L'Orignal.—Complaints of insufficient English taught and religious exercises contrary to law; inspector finds English fairly well taught; Roman Catholic prayers used and school closed on holy days three or four times a year; trustees have undertaken to stop this and to observe the law.

Unions 13 and 14, Plantagenet and Cambridge—This school now conducted

according to law; charge that two trustees ignore the third is true.

TOO MUCH FRENCH

No. 1, Cambridge—Complaints here of too much instruction in French; cate-chism in school hours and closing of school on church holy days; inspector reports that, considering the conditions, English teaching is fair; grant withheld until law is obeyed.

Nos. 12 and 11, Cambridge and Russell—Complaints here of catechism in school hours and Roman Catholic teachers always employed; this case is in the

courts; inspector finds school now conforming to the law; grant withheld.

No. 1, Cumberland—Roman Catholic prayers during school hours; with a poor teacher the French instruction causes loss of time to English-speaking pupils; at present good teacher with satisfactory instruction in both languages; grant withheld

pending assurances that inspector's instructions are being followed.

No. 16, Cambridge (given as No. 4, Cambridge).—Complaints of catechism in school hours; of children being allowed to go home at 2.30 p.m., and of poor English instruction; present teacher is doing fairly well, though English is still weak; no Protestant pupils attend this school; children of Form I. are allowed to go home at recess.

MUST GIVE ASSURANCES

No. 10, Clarence—Teacher has promised to stop teaching catechism at recess; no complaint made to the inspector since June, but grant is withheld as in other cases until satisfactory assurances are received from trustees.

REPORT ON TECHNICAL EDUCATION

The report of Dr. John Seath, Superintendent of Education, who was instructed in 1909 to make a special inquiry into industrial education in Great Britain, France, Switzerland, United States and other countries, will shortly be made public. The report will also embody the results of special inquiries into industrial training in the Province of Ontario.

Respectfully submitted,

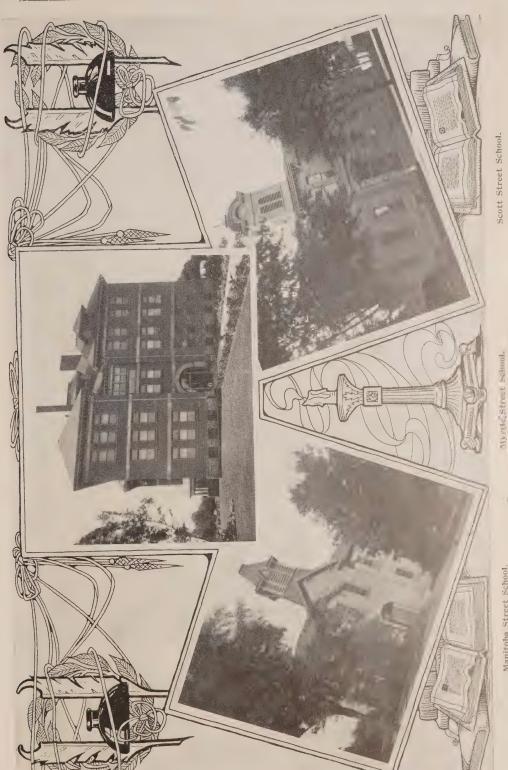
R. A. PYNE,

Minister of Education.

Toronto, January, 1911.











PUBLIC SCHOOL, TILLSONBURG.



HIGH SCHOOL, TILLSONBURG.

SUMMARY OF STATISTICS

I. ELEMENTARY SCHOOLS

a. Public Schools.

Number of Public Schools in 1909 Increase for the year Number of enrolled pupils of all ages in the Public Schools	44	5,913
during the year (exclusive of Kindergarten and Night School pupils) Increase for the year	1,598	401,268
Average daily attendance of pupils	Í	240,008
Increase for the year Percentage of average attendance to total attendance	2,075	59.81
Increase for the year	.28	07.0
Number of persons employed as teachers (exclusive of Kindergarten and Night School teachers) in the	1	
Public Schools: men, 1,660; women, 7,525; total		9,185
Decrease: men, 107; increase: women, 272; total increase	165	
Number of teachers who attended Normal School	763	5,318
Increase for the year Number of teachers with a University degree	100	100
Increase for the year	14	\$660
Increase for the year	\$ 36	, ,
Average annual salary for female teachers	\$17	\$4 49
Average experience of male teachers		11.09 years
Average experience of female teachers		7.08 years
buildings)		\$1,103,672
Amount expended for teachers' salaries Amount expended for all other purposes		\$4,600,652 \$1,616,915
Total amount expended on Public Schools		\$7,321,239
Increase for the year Cost per pupil (enrolled attendance)	\$139, 005	\$18.24
Increase for the year	\$0.27	Ψ.2011
b. Roman Catholic Separate Schools.		
Number of Roman Catholic Separate Schools in 1909 Increase for the year	2	467

Number of enrolled pupils of all ages		55,034
Increase for the year	1,483	,
Average daily attendance of pupils	296	34,553
Percentage of average attendance to total attendance	250	62.78
Decrease for the year	1.19	0,0110
Number of teachers	0.4	1,089
Increase for the year	24	\$161,317
Amount expended for teachers' salaries		\$407,890
Amount expended for all other purposes		\$250,977
Total amount expended on R. C. Separate Schools Increase for the year	\$58,592	\$820,184
Cost per pupil (enrolled attendance)	φυο,υυν	\$14.90
Increase for the year	\$68	
c. Protestant Separate Schools.		
Number of Protestant Separate Schools (included with		
Public Schools, a) in 1909 Number of enrolled pupils		6
Decrease for the year	20	402
Average daily attendance of pupils		250
Increase for the year	7	
d. Kindergartens.		
AT		
Number of Kindergartens in 1909		165
Increase for the year Number of pupils enrolled	9	18010
Increase for the year	1,339	17,816
Average daily attendance of pupils	W0.0	6,523
Increase for the year	503	312
Increase for the year	24	91%
e. Night Schools.		
Number of Night Schools in 1909-10		
Increase for the year	5	15
Number of pupils enrolled		1,344
Increase for the year Average daily attendance of pupils	455	
Increase for the year	241	449
Number of teachers engaged	W 4.4	31
Increase for the year	13	

II. SECONDARY SCHOOLS

a. High Schools.

Number of High Schools (including 43 Collegiate Insti-		
tutes) in 1909		145
*Number of Teachers in High Schools	25	820
Number of pupils enrolled in High Schools	6%	33,101
Increase for the year	1,189	00,101
Average daily attendance of pupils		20,791
Increase for the year	929	
*Average annual salary, Principals		\$1,519
Increase for the year *Average annual salary, Assistants	\$89	Q1 190
Increase for the year	\$55	\$1,129
*Average annual salary, all teachers	400	\$1,195
Increase for the year	\$56	, , ,
*Highest salary paid		\$3,500
Amount expended for High School teachers' salaries		\$941,657
Amount expended for High School houses (sites and buildings)		\$407,283
Amount expended for all other High School purposes		\$272,697
Total amount expended on High Schools		\$1,621,637
Increase for the year	\$235,805	
Cost per pupil (enrolled attendance)	A 2 2 2	\$48.99
Increase for the year	\$5.57	ሰብ የነሳው
Cost per pupil (average attendance)	\$8.22	\$77.99
increase for the year	ΨΟ.~~	
b. Continuation Schools.		
Number of Continuation Schools, 1909 (included in Public		
and Separate Schools, I, a and b), doing High School		
work		128
Increase for the year	8	
Number of pupils in attendance	W 40	5,866
Increase for the year	549	
Number of teachers devoting whole time to High School courses		185
Increase for the year	23	
Average annual salary, Principals		\$828
Increase for the year	\$70	A×0.0
Average annual salary, Assistants	\$36	\$592
Increase for the year	σοσ	

*These statistics are based on Returns to the Department, dated January, 1910.

III. GENERAL

Elementary and Secondary Schools.

Total population of the Province, 1909		†2,283,109
Pupils enrolled in Elementary and Secondary Schools		508,563
Increase for the year	6,064	,
Average daily attendance		302,324
Increase for the year	4,044	
Percentage of total population enrolled		22.27

Average cost per pupil (enrolled attendance) in all schools:

	1902.	1907.	1908.	1909.
Sites and buildings Teachers' salaries All other expenses	\$0 97 7 63 2 80	\$2 86 10 44 4 40	\$3 37 10 95 4 24	\$3 28 11 70 4 21
For all purposes	\$11 40	\$17 70	\$18 56	\$19 19

Average cost per pupil (average attendance) in all schools:

	1902.	1907.	1908.	1909.
Sites and buildings Teachers' salaries All other expenses	13 34	\$4 86 17 78 7 50	\$5 67 18 45 7 15	\$5 53 19 68 7 08
For all purposes	\$ 19 93	\$30 14	\$31 27	\$32 29

[†]Estimated.

COMPARATIVE SCHOOL STATISTICS, 1867-1909

I. PUBLIC AND SEPARATE SCHOOLS (INCLUDING CONTINUATION SCHOOLS)

These tables, 1, 2, 3, 4, and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. In the Statistical Tables, A, B, C, D, E (Appendix A), the R. C. Separate Schools are excluded.

1.—School Population—Attendance.

The School population of the Province (as ascertained by the assessors), and the school attendance, are given in the following table:

Year.	School age.	School population.	Pupils enrolled under 5.	Pupils enrolled 5 to 21.	Pupils enrolled over 21.	Total number of enrolled pupils.	Boys.	Girls,	Average daily attend- ance,	Percentage of average attendance to total number attending school.
1867 1872 1877 1882 1892 1897 1902 1907 1908 1909	5—16 5—16 5—16 5—21 5—21 5—21 5—21	447,726 495,756 494,804 483,817 611,212 595,238 590,055 584,512 590,285 596,713 599,291	1,430 1,352 1,569 1,636 1,385 1,001 691 763	469,751 491,242 483,643 481,120 452,977 447,452 452,374	620,998 877 409 401 391 272 110 75 84	454,662 490,860 471,512 493,212 485,670 482,777 454,088 448,218 453,221	229,794 233,301	229,790 224,546 234,129 232,579 231,100 221,208 218,424 219,920	188,701 217,184 214,176 245,152 253,830 273,544 261,480 266,503 272,190	57.58 59.46 60.05

a 5-16. b Other ages than 5 to 16. Note.—Kindergarten and Night School pupils are not included in above table.

An increase of 3,081 in the enrolled attendance, and of 2,371 in the average attendance, for 1909, are shown in the above table.

The following table compares the attendance and gives the percentages from rural and from urban municipalities for several years:

Year,	Attendance in Rural Schools.	Attendance in Urban Schools.
1000	242,247 or 54.05% of total 242,328 or 53.47% of total	189,661 or 42.12% of total 205,971 or 45.95; of total 210,893 or 46.53% of total 216,971 or 47.55% of total

2.—Classification of Pupils.

Year	1st Reader—Part I., or Primer.	1st Reader—Part II., or 1st Book.	2nd Book.	3rd Book.	4th Book.	5th Book, or be- yond 4th Book.	Writing.	Arithmetic.	Drawing (Art).
1867. 1872. 1877. 1882. 1887. 1892. 1897. 1902. 1907. 1908. 1909.	115,657 114,932 110,567 107,441 112,552 115,271 116,287	*153,630 *165,834 76,704 73,015 70,808 69,062	98,184 100,245 108,678 106,229 100,533 96,074 91,330 85,732 84,622 84,072 84,036	83,211 96,481 135,824 117,352 108,096 99,345 99,682 90,630 89,371 91,039 90,267	68,896 67,440 72,871 71,740 81,984 88,934 89,314 83,738 85,752 86,412 87,690	71,987 29,668 19,857 10,357 10,238 13,370 21,076 17,485 15,727 16,132 16,017	231,734 322,688 396,006 398,401 466,389 465,516 465,525 445,316 448,218 453,221 456,302	241,501 327,218 402,248 419,557 469,445 470,813 471,869 449,573 448,218 453,221 456,302	5,450 57,582 153,036 176,432 375,097 435,239 448,444 434,030 394,735 399,646 411,207

Year.	Geography.	Music,	Physiology and Hygiene,	English History.	Canadian History.	Composition.	Grammar,
1867. 1872. 1877. 1882. 1887. 1892. 1897. 1902. 1907. 1908. 1909.	272,173 327,139 375,951 280,517 316,791 334,947 342,189 318,755 336,073 335,788 352,693	110,083 168,942 158,694 203,567	33,926 71,525 171,594 215,343 194,459 249,324 255,768	106,505 114,398 106,282 139,212 144,252	37,339 43,401 114,141 147,451 169,627 163,672 195,266 203,457 215,359	147,412 105,512 226,977 209,184 270,856 294,331 316,787 296,172 357,969 360,796 373,705	147,412 176,644 226,977 209,184 270,856 294,331 316,787 296,172 222,745 222,745 222,174 229,316

History.

The following table classifies the pupils in the various readers, as to rural and urban schools, for the years 1904, 1907, 1908 and 1909.

	Year.;	First Reader Part I. or Primer.	First Reader Part II. or First Book.	Second Book.	Third Book.	Fourth Book.	Fifth Book or beyond Fourth Book.	Totals.
Rural Schools Rural Schools Rural Schools Rural Schools	1904 1907 1908 1909	60,784 60,470 61,826 61,091	31,538	46,219 44,810	50,297 48,247 48,348 47,031	47,289 46,815 47,101 47,625		253,133 242,247 242,328 239,331
Urban Schools (cities, towns and incorporated villages).	$ \begin{cases} 1904 \\ 1907 \\ 1908 \\ 1909 \end{cases} $	44,456 52,082 53,445 55,196	27,800 28,656 28,932 30,565	37,299 38,403 39,262 40,228	39,814 41,124 42,691 43,236	35,815 38,937 39,311 40,065	6,304 6,769 7,252 7,681	191,488 205,971 210,893 216,971

3.—Teachers' Certificates.

Year.	Number of teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old County Board, etc.	Number of teachers who attended Normal School.
1867	4,890 5,476 6,468 6,857 7,594 8,480 9,128 9,367 9,893 10,085 10,274	2,849 2,626 3,020 3,062 2,718 2,770 2,784 2,294 1,783 1,842 1,747	2,041 2,850 3,448 3,795 4,876 5,710 6,344 7,073 8,110 8,243 8,527	1,899 1,337 250 246 252 261 343 608 715 767 793	2,454 1,477 1,304 2,169 2,553 3,047 3,386 4,296 4,296 3,887 3,979 4,732	386 2,084 3,926 3,471 3,865 4,299 4,465 3,432 3,565 2,971	151 578 988 971 924 873 934 1,031 1,839 1,774 1,778	666 828 1,084 1,873 2,434 3,038 3,643 4,774 4,587 4,789 5,602

NOTE.—Kindergarten and Night School Teachers are not included in above table.

The number of men engaged in teaching in these schools in 1909 was only 17 per cent. of the whole; in 1908 it was 18.26.

The number of teachers and the class of the certificates, in the Public Schools alone, in each County and District of the Province will be found on pages 22, 23 and 24 of this Report.

The following table classifies the teachers and certificates as to rural and urban schools for the years 1904, 1907, 1908, and 1909:—

	,	Teachers		Certificates.			
	Total.	Male.	Female.	1st Class.	2nd Class.	3rd Class.	Other Class.
Rural Schools, 1904	5,974 6,038 6,107 6,119	1,469 1,201 1,254 1,126	4,505 4,837 4,853 4,993	152 180 207 205	1,542 1,533	3,180	1,287 1,187 1,281
Urban (cities, towns and incorporated villages), 1904. Urban, 1907. Urban, 1908. Urban, 1909.	3,580 3,855 3,978	606 582 588 621	2,974 3,273 3,390 3,534	483 535 560 588	2,248 2,345 2,446 2,717	373 385	602

4.—Teachers' Salaries and Experience.

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.	Average salary, male teacher, incorporated villages.	Average salary, female teacher, incorporated villages.	*Average salary, male teacher, rural schools.	*Average salary, femal teacher, rural schools.	Average salary, male teacher, all urban schools.	Average salary, female teacher, all urban schools.
1867. 1872. 1877. 1882. 1887. 1892. 1897. 1902. 1907. 1908.	\$ 1,350 1,000 1,100 1,100 1,450 1,500 1,600 1,900 2,000 2,000	\$ 346 360 398 415 425 421 391 436 \$596 624 \$660		\$ 532 628 735 742 832 894 892 935 1,157 1,305 1,264	\$ 243 245 307 331 382 402 425 479 592 623 633	\$ 464 507 583 576 619 648 621 667 800 837 872	\$ 240 216 269 273 289 298 306 317 406 423 437	\$ 659 684 724	\$ 372 383 409	\$ 261 305 379 385 398 383 347 372 458 462 484	\$ 189 213 251 248 271 269 254 271 379 382 399	\$ 907 995 1,009	\$ 453 516 532

*Incorporated villages included from 1867 to 1902 inclusive.

In Table C, pages 22 and 23, the salaries for 1909 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages.

Teachers' Experience.

The length of service or experience of the teachers engaged in the Public Schools is shown in Table C, pages 24 to 27, where the numbers who have taught from less than one year up to forty years and over are given for each year.

5.—Receipts and Expenditures.

				P		pondio.	100.			
		Rec	eipts.				Expend	litures.	-	
Year,	Legislative grants.	Municipal school grants and assessments.	Clergy reserve funds, balances and other sources.	Total receipts.	Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
1867 1872 1877 1882 1887 1892 1897 1902 1907 1908	225,318 251,962 265,738 268,722 283,791 366,538 383,666 655,239 770,426	3,959,912, 6,146,825 6,581,232	541,460 730,687 757,038 978,283 1,227,596 1,260,055 1,422,924 2,455,864 2,620,523	3,469,990 4,331,357 4,811,899 4,988,155 5,766,502 9,257,928	1,371,594 2,038,099 2,144,449 2,458,540 2,752,629 2,886,061 3,198,132 4,389,524	456,043 477,393 341,918 544,520 427,321 391,689 432,753 1,220,820	15,583 27,509 40,003 60,585 86,723 213,096	331,928 510,458 525,025 711,535 833,965 877,335 1,107,552 1,732,739	\$ 1,473,189 2,207,364 3,073,489 3,026,975 3,742,104 4,053,918 4,215,670 4,825,160 7,556,179	\$ c. 3 67 4 85 6 26 6 42 7 59 8 40 8 73 10 62 16 85

An increase in the Government grant for 1909 over 1908 is shown in the above table. The expenditure per pupil of enrolled attendance increased from \$17.52 to \$17.84, and from \$29.18 to \$29.65 per pupil of average attendance.

The following tables show the increases since 1902:—

Average cost per pupil (enrolled attendance).

Sites and buildings \$0.95 Teachers' salaries 7.04 All other expenses 2.63	1907. \$2.72 9.79 4.34	1908. \$3.13 10.24 4.15	1909. \$2.77 10.98 4.09
For all purposes\$10.62	\$16.85	\$17.52	\$17.84

Average cost per pupil (average attendance).

Sites and buildings	1902. \$1.65	1907. \$4.58	1908. \$5.21	1909. \$4.61
Teachers' salaries	12.23	16.47 7.30	17.06 6.91	18.24 6.80
For all purposes		\$28.35	\$29.18	\$29.65

The cost per pupil (enrolled attendance) for 1909 in the Public Schools alone will be found on pages 38 and 39 of this Report, and for the R. C. Separate Schools on pages 44 and 45. The expenditure will there be shown as to rural schools, cities, towns and villages, separately.

II. ROMAN CATHOLIC SEPARATE SCHOOLS

		ols—T —Pup	eachers ils.	Number of Pupils in the various Branches of Instruction								
1867 1872 1872 1872 1882 1882 1892 1902 1903 1909	185 190 229 312 340 2 391 449 465	210 254 334 390 491 662 752 870 1,065 1,065		17,932 21,052 27,824 35,565 39,724 45,964 51,502 53,551	12,189 17,961 21,524 28,501 25,936 40,165 45,964 51,502 53,551	8,011 13,154 13,900 19,608 26,299 27,471 29,788 34,874	7,908 11,174 11,695 18,678 22,755 26,071 27,409 35,550	11,174 11,695 18,678 22,755 26,071 27,409 23,185	7,548 21,818 32,682 36,462 41,952 36,844 42,905	11,056 18,127	*10,124 5,076 6,713 6,828 7,544 11,328 12,783	

^{*}History.

II. ROMAN CATHOLIC SEPARATE SCHOOLS-Continued

		Rece	ipts.		Expenditure.							
Year.	Legislative grants.	Municipal school grants and as- sessments.	Balances subscribed and other sources.	Total receipts.	Teachers' salaries.	Sites and build- ing school houses.	Libraries, maps, apparatus, prizes, etc.	All other purposes.	Total expenditure.	Cost per pupil		
1867 1872 1877 1882 1892 1897 1902 1907 1908 1909	\$9,993 12,327 13,607 14,382 16,808 21,943 26,675 30,472 40,524 56,348 55,344	\$ 26,781 41,134 72,177 97,252 147,639 206,698 224,617 293,348 442,316 521,436 544,710	\$ 11,854 15,349 34,482 55,105 65,401 98,293 84,032 161,683 308,540 266,284 335,550	\$ 48,628 68,810 120,266 166,739 229,848 326,034 335,324 485,503 791,380 844,068 935,604	\$ 34,830 45,824 70,201 84,095 112,293 149,707 168,800 210,199 281,484 323,303 407,890	\$ 24,510 36,860 48,937 65,874 41,233 100,911 186,908 190,029 161,317	\$ 2,811 1,303 3,624 2,922 5,786 6,158 15,991 20,012 19,383	\$ +7,889 +15,998 17,284 32,082 46,369 71,335 86,350 118,173 229,793 228,248 231,594	\$ 42,719 61,817 114,806 154,340 211,223 289,838 302,169 435,441 714,176 761,592 820,184	\$ c. 2 26 2 88 4 60 5 13 6 95 7 74 7 26 9 47 13 86 14 22 14 90		

fineluding all expenditure except for Teachers' salaries.

An increase of 1,483 in the enrolment and an increase of \$58,592 in the expenditure in 1909 are noticed in above tables. The expenditure per pupil of enrolled attendance increased from \$14.22 to \$14.90. Detailed statistics in reference to these schools will be found on pages 40 to 57 of this Report.

III. PROTESTANT SEPARATE SCHOOLS

The following is a complete list of the Protestant Separate Schools of the Province:—No. 4, Grattan; No. 2, Hagarty; No. 6, North Plantagenet; No. 1, North Tilbury, L'Orignal, and Penetanguishene.

They were attended by 402 pupils in 1909. The whole amount expended for their maintenance and permanent improvements was \$8,133.19. Five teachers held a Second Class, three a Third Class, and one a Temporary Certificate.

Complete statistics for these schools will be found on page 90.

IV. COLLEGIATE INSTITUTES AND HIGH SCHOOLS

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive:

I.—Receipts, Expenditure, Attendance, etc.

]	Receipts.		Е	xpenditu	re.		rage at-	
Year.	Schools.	Teachers.	Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers' salaries.	Paid for sites and building school houses.	Total expenditure.	Pupils.	Percentage of average tendance to total atteance.	Cost per pupil.
1867 1872 1877 1882 1887 1892 1897 1902 1907 1908 1909	143 145	332 398 522 579 593 750 795		158,549	793,812 767,487	327,452 472,029 532,837 547,402 783,782 860,955	*51,417 *19,361 *73,061 *91,108 *46,627 44,246 193,975 272,934	210,005 343,710 343,720 495,612 696,114 715,976	9,229 12,348 17,459 22,837 24,390 24,472 30,331	56 56 53 59 60 61 58,97 60,94 62,23	

^{*} Expenses for repairs, etc., included.

The expenditure per pupil of enrolled attendance in the High Schools increased from \$43.42 to \$48.99 in 1909 over the preceding year, and the total expenditure increased from \$1,385,832 to \$1,621,637.

The attendance is still on the increase as noticed above. If the number that attended Continuation Schools (not Fifth Classes or Forms) in 1909 were included with those that attended the High Schools and Collegiate Institutes, the total would be 38,967, or 8.65 per cent. of the remaining number enrolled in the Public and Separate Schools of the Province.

Average cost per pupil (enrolled attendance) per year:

1902 1907 1908 19	09.
Sites and buildings 181 0 59 26 98 28	c. 30 45 24
For all purposes	99

Average cost per pupil (average attendance) per year:

22,0208	`			
	1902.	1907.	1908.	1909.
Sites and buildings Teachers' salaries All other purposes For all purposes	\$ c. 3 07 37 93 12 34 53 34	\$ c. 10 49 42 40 12 76 65 65	\$ c. 13 74 43 35 12 68 69 77	\$ c. 19 59 45 29 13 11 77 99

2.—Classification of Pupils, etc.

			Eng	lish.	Mathematics.					
Year.	English Grammar.	English Composition.	Poetical Literature.	Geography.	Canadian History.	British History	Arithmetic and Mensuration.	Algebra,	Geometry.	Trigonometry.
1867. 1872. 1877. 1882. 1887. 1892. 1897. 1902. 1907. 1908. 1909.	5,467 7,884 8,819 12,275 17,086 22,530 19,591 21,576 26,415 25,239 24,618	4,091 7,278 8,772 12,189 17,171 22,535 24,195 24,241 29,383 30,931 31,960	16,649 22,468 24,176 23,768 *29,377 *30,940 *32,023	5,264 7,715 9,158 12,106 16,962 22,118 13,747 14,500 22,820 22,518 22,566	• • • • • • • • • • • • • • • • • • • •	+4,634 +7,513 +9,106 +12,220 +17,010 +22,328 20,304 16,817 23,570 24,508 25,329	5,526 7,834 9,227 12,261 16,939 21,869 19,798 21,594 26,813 26,248 26,043	2,841 6,033 8,678 11,742 16,904 22,229 24,105 22,953 26,937 28,154 29,486	1,847 2,592 8,113 11,148 14,839 17,791 16,788 16,881 23,054 23,752 25,222	141 174 359 397 1,017 1,154 1,652 1,662 2,000 2,095 2,112

^{*} English Literature. † History.

2.—Classification of Pupils, etc.—Continued.

	-	Langu	lages.	Science.			
Year.	Latin.	Greek.	French.	German.	Physics.	Chemistry.	Botany.
1867 1872 1877 1882 1887 1892 1897 1902 1907 1908 1909	5,171 3,860 4,955 4,591 5,409 9,006 16,873 18,884 20,511 21,928 22,873	802 900 871 815 997 1,070 1,421 631 677 680 754	2,164 2,828 3,091 5,363 6,180 10,398 13,761 13,595 17,310 18,960 19,720	341 442 962 1,350 2,796 5,169 3,280 3,885 4,009 4,329	1,876 1,921 2,168 2,880 5,265 6,601 11,002 12,758 23,421 25,233 25,763	840 1,151 2,547 2,522 3,411 3,710 5,489 5,860 15,064 15,737 16,614	4,640 6,189 12,892 9,051 15,572 17,583 18,422

2.—Classification of Pupils, etc.—Continued.

			De	stination	of Pupils	3.		schools.
Year.	Drawing (Art).	Bookkeeping.	Mercantile life.	Agriculture.	Teaching.	Other learned professions.	Number of schools charging fees.	Number of free sc
867 872 877 882 887 889 899 1902 1907 1908 1908	676 2,176 2,755 3,441 14,295 16,980 12,252 10,721 15,365 17,179 18,489	1,283 3,127 3,621 5,642 14,064 16,700 11,647 11,334 13,468 15,214 15,234	486 555 881 1,141 1,111 1,368 1,573 1,982 1,695 2,164	300 328 646 882 1,006 1,153 743 803 894 1,089	1,527 2,056 1,238 1,436 1,387 1,246	213 564 751 791 398 409 705 849 860 886	67 28 35 37 58 77 87 82 81 81 82	36 76 69 67 54 51 43 52 62 64 63

The statistics in detail of the various Collegiate Institutes and High Schools of the Province, for 1909, will be found on pages 58 to 89 of this Report.

V. TEACHERS' INSTITUTES

This table presents the work of the Teachers' Institutes for thirty-three years:

1	1		1 1				-	E	:4::**
	ທີ		Pro- teach-		Receir	1	Expenditure.		
# 4			No. of Teachers in the P vince. (High School te ers not included.)	Amount received from government grants.	Amount received from municipal grants.	Amount received from members' fees.	Total amount received.	Amount paid for Libraries.	Total amount expended
1877	66 69 73 77 81 81	4,395 6,781 8,142 7,627 8,515 9,319	7,594 8,480 9,128 9,367	3,075 00	300 00 1,879 45 2,105 00 2,017 45 1,877 50 1,920 00 1,852 50 2,040 00		9,394 28 10,405 95 12,043 54 12,446 20 13,171 26 14,824 09 16,340 18	1,234 08 1,472 41 1,479 88 1,437 18 654 16 920 02	4,975 80 6,127 46 6,598 84 7,188 45 7,487 41 8,367 06

See pages 96 to 99 for details for 1909.

VI. DEPARTMENTAL EXAMINATIONS, ETC.

1.—Table showing the Number of Teachers in Training at Provincial Normal Schools, and the pupils at the Normal Model Schools in connection therewith, etc., 1877-1910.

Year.	No. of Normal School teachers.	No. of Normal School students admitted.	No. of Normal Model School and Kinder- garten teachers.	No. of Normal Model School and Kinder- garten pupils.
1877	13 16 13 12 13 16 *35 *62 *68	257 260 441 428 407 619 428 1,149 1,163 1,198	8 15 18 22 23 31 38 37 *37 *37	643 799 763 842 832 958 979 925 903

^{*}Including those engaged in both a Normal and a Normal Model School.

2.—Entrance Examinations, 1877-1910.

Year.	No. of Candidates examined.	No. of Candidates who passed.
1877. 1882. 1887. 1892. 1897. 1902. 1907. 1908. 1909.	7,383 9,607 16,248 16,449 16,384 18,087 22,144 23,218 23,878 21,982	3,836 4,371 9,364 8,427 10,502 13,300 15,430 15,291 14,790 11,468

3.—Departmental Academic Examinations, 1910.

Examinations.	Total number of Candidates.	Number passed.	Number of Appeals.	Number passed on Appeals.	Total number passed.	Percentage,
Model Entrance	236 3,317 3,481 599 375 20 20	94 1,374 *1,757 301 157 9	36 50 20 16 1	1 1 1	94 1,374 *1,758 302 158 9	39.8 41.4 50.5 50.4 42.1 45 5
Academic Examinations Suppl. Matric. Examination	8,048 495	2,842 *244	124	3	2,845 244	35.3 49.2

^{*}These figures include those who, this year, either obtained complete matriculation or passed on all papers on which they wrote.





APPENDICES

APPENDIX A.—STATISTICAL TABLES.

THE PUBLIC SCHOOLS

I. Table A.—School Population, Attendance, etc.

Brant	Rural Schools.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
	2 Bruce 3 Carleton 4 Dufferin 5 Elgin 6 Essex 7 Frontenac 8 Grey 9 Haldimand 10 Haliburton 11 Halton 12 Hastings 13 Huron 14 Kent 15 Lambton 16 Lanark 17 Leeds and Grenville 18 Lennox and Addington 19 Lincoln 20 Middlesex 21 Norfolk 22 Northumberland & Durham 23 Ontario 24 Oxford 25 Peel 26 Perth 27 Peterborough 28 Prescott and Russell 29 Prince Edward 30 Renfrew 31 Simcoe 32 Stormont Dundas and Glengarry 33 Victoria 34 Waterloo 35 Welland 36 Wellington 37 Wentworth 38 York 39 Algoma, Manitoulin, etc. 40 Muskoka 41 Nipissing 42 Parry Sound	9,459 6,688 4,068 5,774 14,246 6,425 12,287 4,001 1,862 2,990 9,437 11,110 8,672 8,485 4,841 8,574 4,622 3,611 10,360 4,907 10,048 7,208 7,640 3,941 7,801 4,774 11,836 2,656 11,266 13,548 13,023 5,165 6,772 4,870 8,140 6,316 14,134 8,055 4,128 5,284	6 11 14 12 12 31 27 2 17 25 7 7 23 31 11 10 29 23 5 8 19 15 6 6 8 8 2 2 19 27 7 36 6 21 1 4 4 4 5 5 12 2 18 8 26	6,624 5,253 3,364 4,446 5,853 4,838 9,903 2,878 7,176 7,232 6,467 3,508 6,735 3,571 7,407 5,396 4,108 7,407 6,906 10,724 9,556 3,745 4,263 3,427 4,936 11,077 6,274 3,3856 4,184	4 3 3 5 5 2 1 1 4 4 1 2 4	6,630 5,268 3,381 4,460 5,866 4,869 9,933 2,880 1,542 2,198 7,241 6,703 6,478 3,518 6,764 3,764 4,290 2,304 6,942 10,749 9,601 3,932 4,260 3,768 5,411 6,315 3,421 3,916 4,210	1,648 3,467 2,868 1,839 2,378 2,990 2,537 5,235 1,487 805 1,171 3,622 3,616 3,406 1,794 3,487 1,865 1,500 3,819 2,193 3,885 2,843 2,944 1,672 2,774 1,904 2,269 1,211 5,083 2,347 2,043 2,895 5,511 5,083 2,347 2,043 2,895 2,550 3,246 1,813 2,004 2,169	1,436 3,163 2,460 1,542 2,8876 2,332 4,698 1,393 3,584 3,406 3,087 1,724 3,567 2,560 2,463 1,934 3,567 2,463 1,960 2,463 1,093 3,357 5,238 4,518 1,990 1,913 1,725 2,386 5,230 3,069 1,608 1,912 2,041	1,765 3,850 2,777 1,681 2,162 3,617 2,162 5,307 1,752 3,685 4,494 3,588 4,006 2,172 3,629 1,906 2,172 3,629 1,906 2,177 4,198 3,2177 4,198 2,177 4,198 2,177 4,198 3,168 3,175 1,204 3,300 5,586 4,884 2,172 2,172 4,188 2,173 1,204 3,300 5,586 4,884 2,173 2,174 2,174 2,175	58 58 53 50 57 53 44 53 61 40 56 51 62 53 62 54 55 60 51 52 55 60 51 52 53 54 62 55 62 55 62 55 63 55 64 65 65 65 65 65 65 65 65 65 65

THE PUBLIC SCHOOLS—Continued

I. Table A.—School Population, Attendance, etc.—Continued.

Cities.		Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	attendance of pupils. Percentage of	average to total attendance.
1 Belleville 2 Brantford 3 Chatham 4 Fort William 5 Guelph 6 Hamilton 7 Kingston 8 London 9 Niagara Falls 10 Ottawa 11 Peterborough 12 Port Arthur 13 St. Catharines 14 St. Thomas 15 Stratford 16 Toronto 17 Windsor 18 Woodstock	5,729 9,907 1,749 22,119 3,608 3,129 2,892 62,380 4,477 1,716		1,622 1,706 1,794 8,955 2,423 6,168 1,205 6,999 2,128 1,272 1,273 1,174 1,714 1,714 1,718 1,948	1	1,622 1,706 1,794 8,955 2,423 6,168 1,205 6,999 2,128 1,563 1,943 1,719 139,302	969 904 20,024 1,004 672	801 895 904 4,372 1,207 3,017 581 3,542 1,026 650 784 974 815 19,278 893 686	988	64 71 64 66 77 77 77 68 69 70 75 73 67 71 73
Towns.						0.0	99	27	51
1 Alexandria 2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie. 9 Berlin. 10 Blenheim 11 Blind River. 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt. 25 Cobourg 26 Collingwood 27 Copper Cliff 28 Cornwall 29 Deseronto. 30 Dresden 31 Dundas 32 Dunnville 33 Durham	38 78 1,10 1,42 44 41 1,84 3,65 31 72 10 56 1,09 65 2,28 28 26 1,02 56 1,11 1,41 1,41 1,41 1,41 1,41 1,42 1,44	8 3 7 1 9 11 10 10 11 11 12 13 14 15 16 17 18	. 36 . 33 . 33 . 34 . 32 . 38 . 1,21 . 1,79 . 38 . 25 		5 366 33 364 32 38 32 38 31 1,79 38 23 4 17 52 1 24 25 38 31 1 57 78 31 31 31 31 31 31 31 3	5 193 155 168 158 158 158 158 159 169 170 189 189 189 189 189 189 189 189	167	272 215 445 226 255 27 1,326 228 1,55 27 1,24 3,56 3,52 4 5,56 6,76 289 1,56 3,56 3,76 3,76 3,76 3,76 3,76 3,76 3,76 3,7	74 63 50 64 67 67 67 67 67 67 67 67 67 67

THE PUBLIC SCHOOLS-Continued

I. Table A.—School Population, Attendance, etc.—Continued.

School population between 5 and 21 years of age. Pupils under 5 and 5 years of age. Pupils between 5 and 21 years of age. Pupils between 5 and 21 years of age. Pupils over 21 years of age. Pupils over 21 years of age. Pupils and age. Girls. Girls. Average daily attending school. Boys. Percentage of pupils.	average to tattendance.
35 Essex 35.5 322 322 166 156 2271 78 18 1270 270 128 14 180 6 37 Fort Frances 256 192 192 92 100 78 48 631 78 684 645 1,068 78 48 645 1,068 78 684 645 1,068 78 48 645 1,068 56 688 317 341 460 560 568 367 327 122 150 202 74 49 Goderich 890 658 658 317 341 460 563 363 38 308 308 308 38 38 38 344 444 440 490 490 3272 246 345 348 444 444 449 490 490 252 238 340 44 446 446 446 446 446 446 446 446	$\begin{array}{c} 3570741667740137749923666677715666777666777671764697776667776717767767767767767767767767767$

Tucluding Protestant Separate School.

THE PUBLIC SCHOOLS—Continued

I. Table A.—School Population, Attendance, etc—Concluded

1. 1801	e A.—Benot	01 1 (opara mon	, 2100	chamee, (cto conc	iuucu		
Towns.—Con'd.	School population between 5 and 21 years of age. Pupils under	5 years of age.	Pupils between 5 and 21 years of age.	years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	average to total
88 Powassan 89 Prescott 90 Preston 91 Rainy River 92 Renfrew 93 Ridgetown 94 Rockland 95 St. Mary's 96 Sandwich 97 Sarnia 98 Sault Ste. Marie 99 Seaforth 100 Simcoe 101 Smith's Falls 102 Southampton 103 Stayner 104 Steelton 105 Strathroy 106 Sturgeon Falls 107 Sudbury 108 Thessalon 109 Thornbury 110 Thorold 111 Tillsonburg 112 Trenton 113 Uxbridge 114 Vankleek Hill 115 Walkerton 116 Walkerville 117 Wallaceburg 118 Waterloo 119 Webbwood 120 Welland 121 Whitby 122 Wiarton 123 Wingham Totals	603	1	488 . 237 . 442 . 338 . 76 . 529 . 176		224 408 488 237 442 339 77 529 176 1,552 1,249 282 603 1,145 412 329 503 489 268 366 675 180 411 483 539 374 170 350 406 695 526 175 621 374 600 436	110 198 229 108 224 162 38 274 102 768 638 146 321 543 206 181 239 127 192 355 79 216 274 261 182 96 178 196 178 196 340 286 79 305 211 313 206	114 210 259 129 218 177 39 255 74 784 611 136 282 206 148 242 242 250 141 174 320 101 195 209 278 192 74 172 210 96 31,966	150 273 366 135 297 245 51 367 98 1,034 818 230 379 786 267 181 265 246 107 225 337 373 237 128 262 305 341 424 98 362 246 400 293 42,363	67 67 75 57 72 66 69 66 67 68 68 65 55 74 56 77 68 68 68 65 55 74 66 77 78 66 77 78 66 77 78 66 77 78 78 78 78 78 78 78 78 78 78 78 78
Totals. 1 Rural Schools 2 Cities 3 Towns 4 Villages		627 6 12 8	222,821 86,608 63,860 27,270	34 2 12 8	223,482 86,616 63,884 27,286	117,164 43,973 31,918 13,721	106,318 42,643 31,966 13,565	120,302 59,907 42,365 17,436	53,83 69,16 66,34 63,90
5 Grand Totals, 1909 6 Grand Totals, 1908	599,291 596,713	653 763	400,559 398,823	56 84		206,776 205,922	194,492 193,748		59.81 59.53
7 Increases	2,578	110	1,736	28	1,598	854	744	2,075	.28
9 Percentages		.16	99.82	.01		51.53	48.46	59.81	

THE PUBLIC

II.—Table B.—Number of Pupils in the

			Readi	ng.		
Rural Schools.	Primer.	1st Book.	2nd Book.	3rd Book.	4th Book.	Beyond 4th Book.
2 Bruce 3 Carleton 4 Dufferin 5 Elgin. 6 Essex 7 Frontenac 8 Grey 9 Haldimand 10 Haliburton 11 Hastings 13 Huron 14 Kent 15 Lambton 16 Lanark. 17 Leeds and Grenville 18 Lennox and Addington 19 Lincoln. 20 Middlesex 21 Norfolk. 22 Northumberland and Durham 23 Ontario. 24 Oxford 25 Peel 26 Perth 27 Peterborough 28 Prescott and Russell 29 Prince Edward 30 Renfrew 31 Simcoe 32 Stormont, Dundas and Glengarry 33 Victoria 34 Waterloo 35 Welland 36 Wellington 37 Wentworth 38 York 39 Algoma, Manitoulin, etc. 40 Muskoka 41 Nipissing 42 Parry Sound 43 Rainy River and Thunder Bay Totals	634 1,502 1,167 754 960 1,739 1,228 2,390 603 525 521 2,118 1,252 1,709 1,473 721 1,483 873 691 1,487 949 1,590 1,227 1,117 713 957 967 1,451 458 2,808 2,582 945 1,118 1,167 3,460 2,028 984 1,586 1,433 591 55,603	392 773 630 395 492 995 571 1,244 430 210 210 210 794 823 992 564 772 424 397 906 431 897 633 708 385 634 501 628 262 1,077 1,396 1,106 423 521 453 555 547 1,458 872 470 749 559 305	476 1,263 836 532 790 1,162 828 1,843 531 260 335 1,496 1,402 1,267 1,137 672 1,204 595 483 1,242 828 1,595 944 916 532 893 668 703 379 1,300 1,848 2,195 844 1,001 590 929 839 2,015 1,059 639 629 721 359	759 1,442 932 694 796 1,011 1,014 2,284 551 304 468 1,203 1,166 1,315 668 1,342 733 546 1,518 789 1,613 1,193 1,069 749 712 476 1,258 2,057 1,952 798 958 958 834 1,211 1,135 1,958 1,067 729 613 706 342	707 1,473 1,212 950 1,055 851 1,153 1,956 668 205 542 1,071 1,687 1,288 1,397 762 1,713 831 644 1,720 978 1,463 1,246 1,397 757 1,140 735 701 603 1,329 2,175 1,542 745 724 856 1,292 1,068 1,947 1,171 539 320 684 318	116 177 491 56 367 108 75 216 97 38 71 199 503 450 164 131 250 138 85 450 152 264 160 344 95 126 215 465 224 177 78 134 336 180 253 118 60 19 107 62 8,142
Totals	50,005	28,104	40,700	44,500	40,010	0,142

SCHOOLS—Continued

various Branches of Instruction.

	Art.	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 31 32 33 34 35 36 37 38 39 40 41 42 43 43	2,903 3,099 4,937 3,128 4,175 5,105 2,740 9,042 2,760 1,977 6,520 5,918 6,092 5,271 3,518 5,790 3,283 2,280 7,081 3,967 6,991 4,982 4,823 2,615 4,630 2,781 3,354 2,111 6,643 10,294 8,263 3,587 3,615 3,133 4,513 4,513 4,513 4,513 4,513 4,513 4,513 4,513 4,958 3,116 2,416 2,617 1,977	2,339 4,823 3,878 2,727 3,432 3,639 2,987 7,313 2,138 1,444 1,455 5,210 5,584 4,910 4,147 2,464 5,359 2,732 1,741 5,929 3,375 5,346 3,847 3,867 2,157 4,071 3,035 2,556 1,734 4,272 8,922 6,986 2,793 3,466 2,529 3,863 3,287 9,136 3,679 2,380 1,903 2,380 1,171	1,915 3,204 1,684 1,431 2,043 1,469 1,053 4,941 1,854 1,71 1,076 4,720 2,876 3,054 2,708 1,163 2,415 873 1,377 4,624 2,331 3,180 2,177 2,001 1,294 4,242 1,569 1,564 720 1,137 3,962 3,580 1,887 2,702 1,761 3,889 2,866 7,631 1,574 1,255 484 1,220 738	2,591 5,410 4,403 2,777 3,621 4,362 2,773 7,811 2,309 997 1,839 5,914 6,008 5,141 4,581 2,629 5,295 2,440 2,071 6,351 3,434 5,697 4,127 4,264 2,671 4,286 2,771 2,671 4,286 2,771 2,671 4,286 2,771 2,671 4,187 4,186 2,685 2,289 2,399 1,305	2,488 5,392 4,228 2,452 3,569 4,397 3,054 6,844 2,396 8,98 1,816 6,062 5,732 5,260 4,983 2,615 5,228 2,555 1,938 6,499 3,470 5,434 5,257 4,186 2,461 4,185 2,831 2,864 1,856 4,723 8,702 7,173 3,165 3,555 2,761 4,051 3,402 7,585 4,150 2,633 2,309 2,475 1,270 168,904	1,211 3,277 2,768 1,809 2,487 2,215 2,437 4,691 1,448 714 1,220 2,502 3,760 3,441 2,914 1,793 3,511 2,914 1,793 3,511 2,914 1,793 3,761 1,786 4,019 2,650 3,004 1,614 2,957 2,014 1,659 1,324 3,474 5,215 4,001 1,633 1,657 1,940 3,015 2,575 5,676 2,713 1,576 1,940 3,015 2,575 5,676 2,713 1,576 1,946 742	1,312 2,302 2,433 1,415 2,064 1,213 1,494 3,676 1,060 462 741 2,179 2,446 2,558 2,496 1,149 2,770 1,504 956 3,261 1,837 2,408 1,839 2,003 1,300 1,845 1,422 1,198 922 2,387 3,927 2,775 1,727 1,727 1,088 1,254 2,013 1,527 4,223 1,636 1,092 4,53 1,200 653	1.681 3.216 3.031 1.857 2.434 2.138 2.972 5.045 1.416 352 1.039 3.203 3.568 2.895 2.878 1.531 3.400 2.288 2.287 2.346 2.288 2.277 2.346 2.482 1.409 2.485 1.764 1.764 1.784 1.784 1.784 1.786 1.784 1.786 1.787 2.388 2.389 2.480 1.784 1.784 1.784 1.784 1.785 2.386 2.386 2.389 2.480 1.784 1.784 1.784 1.784 1.786 1.
			;	1	!	1		

THE PUBLIC

II.—Table B.—Number of Pupils in the

2 Bruce 3,923 5,142 2,542 148 26 3 Carleton 2,895 4,670 2,276 280 3 4 Dufferin 2,207 2,616 2,222 74 55 5 Elgin 2,692 3,678 2,215 386 96 6 Essex 4,386 3,368 1,674 71 22 7 Frontenac 1,867 2,804 1,355 62 11 8 Grey 6,998 9,021 5,145 203 56 9 Haldimand 1,593 2,584 2,708 200 10 10 Halburton 510 779 222 40 40 11 Halton 1,991 1,741 1,569 42 18 12 Hastings 5,540 6,631 5,224 358 33 13 Huron 2,913 5,511 4,797 117 11 14 Kent 4,102 4,521 2,920 427 56 15 Lambton 3,225 5,982 3,181 153 17 16 Lanark </th <th>Rural Schools.</th> <th>Physiology and Hygiene.</th> <th>Nature Study.</th> <th>Physical Culture.</th> <th>Bookkeeping.</th> <th>Arithmetic and Mensuration.</th>	Rural Schools.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Bookkeeping.	Arithmetic and Mensuration.
38 York 7,501 10,241 5,156 238 23 39 Algoma, Manitoulin, etc. 2,711 4,623 1,872 126 5i 40 Muskoka 1,636 2,760 1,199 77 1i 41 Nipissing 1,323 1,421 782 33 2 42 Parry Sound 1,343 2,000 1,180 177 2 43 Rainy River and Thunder Bay 1,081 1,001 828 50	2 Bruce 3 Carleton 4 Dufferin 5 Elgin 6 Essex 7 Frontenac 8 Grey 9 Haldimand 10 Haliburton 11 Halton 12 Hastings 13 Huron 14 Kent 15 Lambton 16 Lanark 17 Leeds and Grenville 18 Lennox and Addington 19 Lincoln 20 Middlesex 21 Norfolk 22 Northumberland and Durham 23 Ontario 24 Oxford 25 Peel 26 Perth 27 Peterborough 28 Prescott and Russell 29 Prince Edward 30 Renfrew 31 Simcoe 32 Stormont, Dundas and Glengarry 33 Victoria 34 Waterloo 35 Welland 36 Wellington 37 Wentworth 38 Algoma, Manitoulin, etc. 40 Muskoka 41 Nipissing 42 Parry Sound 43 Rainy River and Thunder Bay	3,923 2,895 2,207 2,692 4,386 1,867 6,998 1,593 510 1,091 5,540 2,913 4,102 3,225 1,513 4,382 4,455 2,804 3,706 2,891 1,350 2,379 1,763 1,975 1,288 2,931 5,540 2,891 1,350 2,797 1,735 1,287 1,317 2,746 1,807 7,501 2,711 1,636 1,323 1,343 1,081	5,142 4,670 2,616 3,678 3,368 2,804 9,021 2,584 779 1,741 6,631 5,511 4,521 5,982 2,588 4,832 2,987 2,207 6,742 3,765 5,888 4,613 4,474 2,495 4,419 2,548 3,137 1,886 5,536 7,917 7,743 3,203 3,175 2,796 4,310 4,098 10,241 4,623 2,760 1,421 2,000 1,001	2,542 2,276 2,222 2,215 1,674 1,355 5,145 2,708 222 1,569 5,224 4,797 2,920 3,181 1,787 1,519 536 1,412 4,990 2,541 3,225 2,272 2,281 1,667 2,115 855 1,558 5,650 4,312 1,894 2,272 1,894 2,338 8,156 1,894 2,272 1,894 2,388 8,156 1,894 2,272 1,894 2,395 2,388 3,028 2,186 2,186 2,186 2,272 1,894 2,396	148 280 74 386 71 62 203 200 40 42 358 117 427 153 121 155 93 86 404 158 254 157 284 43 206 158 91 116 193 413 141 168 38 120 174 176 177 177 177 177 177 177 177	103 263 377 583 940 279 138 536 166 45 180 396 116 547 178 135 272 107 126 848 133 336 154 419 405 162 112 321 608 240 114 334 154 334 154 334 154 334 154 334 154 334 154 334 154 334 154 334 154 334 154 334 154 334 154 334 154 334 154 334 154 334 154 334 166 166 166 166 166 166 166 166 166 16

SCHOOLS-Continued

various Branches of Instruction.—Continued.

Algebra.	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
1 102 2 148 3 442 4 56 5 355 6 98 7 56 8 188 9 105 10 29 11 55 12 179 13 120 14 375 15 151 16 124 17 209 18 110 19 78 20 419 21 124 22 248 23 139 24 344 25 50 26 141 27 153 28 86 29 105 30 188 31 423 32 191 33 155 34 42 35 118 36 314 37 170 38 245 39 102 40 40 40 40 41 20 42 92 43 39 40 60 41 20 42 92 43 39	98 132 436 53 358 95 44 173 94 24 53 146 73 340 73 119 193 98 69 339 86 222 124 194 46 121 128 86 72 173 401 171 96 35 282 164 242 103 60 15 92 31	48 54 314 24 117 81 14 88 71	44 12 209 4 66 819 14 33 44 15 19 117 3 78 79 47 5 30 87 2 2 26 24 1,855 37 32 357 128 10 114 14 15 15 19 117 15 10 10 117 10 117 10 117 10 117 10 117 10 10 10 10 10 10 10 10 10 10	13 4 1 1 19 14 19 203	84 98 269 18 774 68 5 41 69 3 20 146 228 384 104 115 84 48 40 321 91 123 67 195 35 159 3 36 73 383 111 42 9 9 135 157 157 157 157 157 157 157 15	7 69 134 1 112 37 5 64 8 30 21 10 163 226 35 79 19 32 37 66 86 50 131 33 107 3 15 66 34 299 43 47 6 40 139 92 6 25 33 11 28 14 2,463	182 241 155 109 181 73 20 50 567 29 123 174 185 259 48 43 232 257 315 137 145 185 1 545 77 92 359 1,042 118 12 193 90 444 225 566 161 766 81	77 53 322 98 32 408 	19 5t 6 19 20 32 47 30 58 90 452

THE PUBLIC

II. Table B.—Number of Pupils in the

			Read	ding.		
Cities.	Primer.	1st Book.	2nd Book.	3rd Book.	4th Book.	Beyond 4th Book.
1 Belleville. 2 Brantford. 3 Chatham. 4 Fort William. 5 Guelph. 6 Hamilton. 7 Kingston. 8 London. 9 Niagara Falls. 10 Ottawa. 11 Peterborough. 12 Port Arthur. 13 St. Catharines. 14 St. Thomas. 15 Stratford. 16 Toronto. 17 Windsor. 18 Woodstock.	475 873 286 563 420 1,556 627 1,525 403 1,379 596 425 434 363 8,979 842 393	254 453 321 340 217 1,274 350 1,320 154 906 327 183 152 216 217 4,960 221 159	248 519 357 300 260 1,239 344 1,479 162 987 415 174 253 397 279 8,092 226 198	276 651 342 270 490 2,390 559 768 279 1,924 380 302 441 453 8,439 371 269	307 453 316 233 286 1,904 543 1,076 207 1,524 410 244 292 443 402 7,748 237 339	53 121 592 279
Totals	20,508	12,024	15,929	19,062	16,964	2,129
Towns.						
1 Alexandria 2 Alliston 3 Almonte 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt 25 Cobourg 26 Collingwood 27 Copper Cliff 28 Cornwall 29 Deseronto 30 Dresden 31 Dundas 32 Dunnville 33 Durham	23 56 48 85 177 86 96 234 287 77 84 12 35 271 126 301 54 57 128 222 102 98 210 125 313 209 236 186 128 206 193 61	9 45 65 53 112 43 41 145 258 72 32 6 22 58 90 210 26 28 102 142 42 62 93 90 186 96 52 42 49 111 46 45	12 45 78 64 129 91 305 489 47 36 9 27 117 145 71 259 40 24 116 124 104 44 108 95 300 71 154 94 68 89 68 89 47 47 40 47 48 40 47 48 48 49 40 40 40 40 40 40 40 40 40 40	11 40 70 42 108 56 84 257 408 49 31 6 24 88 139 131 226 46 21 108 154 65 99 100 121 186 48 119 119 119 119 119 119 119 11	17 48 77 48 116 51 73 276 352 50 26 9 15 100 72 105 244 34 7 123 140 81 105 60 123 271 32 94 80 31 99 90 44	131 38

SCHOOLS—Continued

various Branches of Instruction.—Continued.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27		2 3 4 5 6 7 8 9 10 11 12 13 14 15	
72 335 338 316 642 328 385 1,217 578 381 225 42 179 468 757 523 1,240 214 140 577 782 394	84,570	1,560 2,949 1,622 1,706 1,646 8,894 2,423 6,168 1,205 6,999 2,128 1,272 996 1,943 1,719 38,085 1,897 1,358	Art.
40 279 338 194 353 328 289 1,185 1,249 381 150 30 179 305 775 523 1,240 138 55 449 782 394	75,725	1,560 2,949 1,450 1,100 1,336 8,250 1,907 6,168 802 3,727 1,532 903 996 1,943 1,719 37,584 834 965	Geography.
72 365 	80,496	1,560 3,002 1,622 1,706 1,603 8,955 2,423 6,168 578 6,999 2,128 1,272 574 1,719 38,290 1,897	Music.
49 365 338 234 465 328 385 1,217 1,794 232 118 42 144 468 779 397 1,240 142 140 338 782 394 364	75,501	1,560 3,002 1,622 1,200 1,149 8,491 1,796 6,168 1,205 3,727 2,128 720 996 1,943 1,719 35,213 1,897 965	Literature.
49 365 338 234 642 328 385 1,170 1,794 232 118 42 179 468 779 350 1,240 142 140 449 782 394	78,953	1,560 3,002 1,622 1,200 1,718 8,148 2,423 6,168 1,205 3,727 2,128 1,272 1,148 1,943 1,719 37,267 1,897 806	Composition.
28 219 225 194 353 328 248 533 760 232 118 30 144 242 325 236 1,240 142 55 231 294 196 196 197 198 198 198 198 198 198 198 198	52,268	583 1,113 747 503 817 7,170 537 1,909 555 3,727 410 546 483 896 1,719 29,337 608 608	Grammar.
17 179 77 83 65 51 109 669 352 232 50 15 122 100 446 236 1,240 142 7 141 140 196	29,216	337 708 727 503 520 5,259 7777 3,442 207 1,803 1,532 546 483 896 1,719 9,181 237 339	English History.
28 219 1487 54 224 145 950 232 75 24 132 188 775 236 1 236 142 26 90 281 186 228	38,605	777 861 826 690 817 6,513 1,102 4,702 506 3,727 1,532 483 896 1,719 11,782 608 608	Canadian History

THE PUBLIC

II. Table B.—Numbers of Pupils in the

					apiis iii the
Cities—Continued.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Bookkeeping.	Arithmetic and Mensuration.
1 Belleville 2 Brantford 3 Chatham 4 Fort William 5 Guelph 6 Hamilton 7 Kingston 8 London 9 Niagara Falls 10 Ottawa 11 Peterborough 12 Port Arthur 13 St. Catharines 14 St. Thomas 15 Stratford 16 Toronto 17 Windsor 18 Woodstock	1,560 2,949 826 1,706 1,221 7,388 2,423 6,168 506 1,803 2,128 1,272 483 1,943 1,719 34,228 1,897 608	1,560 2,949 1,622 1,100 1,603 8,712 2,423 6,168 1,205 3,727 2,128 1,272 1,563 1,943 1,719 37,885 1,897 1,358	1,560 2,949 1,622 1,706 1,603 7,814 2,423 6,168 853 3,657 2,128 	53 118 592 279	115 592 1,803
Total	70,828	80,834	76,609	2,913	19,643
Towns.					
1 Alexandria 2 Alliston 3 Almonte. 4 Amherstburg 5 Arnprior 6 Aurora 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt 25 Cobourg 26 Collingwood	28 88 77 152 116 328 385 1,078 760 198 51 15 123 468 685 236 1,240 62 28 338 394 394 394 314 581 429 1,256	49 279 109 278 642 328 385 1,217 1,794 381 118 15 123 468 685 350 1,240 62 140 577 7782 394 408 581 554 1,256		86 16 14 72 21 3	
27 Copper Cliff. 28 Cornwall. 29 Deseronto	43 655 482	655 482	482		43
30 Dresden 31 Dundas. 32 Dunnville	331 598	331 598	423 598	40	61 91
33 Durham	191 260	494 290	$\frac{441}{154}$	№ ≥ 25	255 222

SCHOOLS—Continued

various Branches of Instruction.—Continued.

Algebra.	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
592	592				592	120 592		280 234 896 1,200 326 1,213 1,102 471 	1,200 302 1,708 365
592	592				2,116	2,337		278 211 31,583 130 38,964	191 8,744 128 14,915
131	131	131 20	66		20	10		181	217
86 26	86 26	68 26	58 7		. 86 16	71	9		
39	94	88	29		0	3			
10	10	10		• • • • • • • • • • • • • • • • • • • •	10				
90	90	90	64	. E	66	· · · · · · · · · · · · · · · · · · ·		101	
	592 592 131 38 86 26 56 94 39 3 10	592 592 592 592 131 131 38 38 86 86 26 26 56 56 94 94 39 39 39 3 2	592 592 131 131 131 38 38 20 86 26 26 56 56 56 94 94 88 39 39 39 3 2 2 10 10 10 90 90 90 90 90 90	592 592 131 131 131 66 38 38 20 20 86 26 26 26 7 56 56 56 56 7 94 94 88 40 39 39 2 29 10 10 10 10 90 90 90 64	592 592 131 131 131 66 40 38 38 20 20 1,216 86 26 26 26 7 1,216 56 56 56 7 1,216 7 39 39 39 29 1 10 10 10 10 10 90 90 90 64 5	592 592 592 131 131 131 131 66 40 80 38 38 20 20 20 86 26 26 26 7 16 56 56 56 7 56 94 94 88 40 7 94 39 39 2 2 2 2 10 10 10 10 10 90 90 90 90 64 5 66	131 131 131 66 40 80 10 10 10 10 10 10 1	131 131 131 66 40 80 10 10 10 10 10 10 1	131 131 131 66 40 80 138 38 38 20 20 20 10 101 10 10 1

THE PUBLIC

II. Table B .- Number of Pupils in the

			Read	ing.		
Towns—Continued.	Primer.	1st Book.	2nd Book.	3rd Book.	4th Book.	Beyond 4th Book.
34 Englehart 35 Essex 36 Forest 37 Fort Frances 38 Galt 39 Gananoque 40 Goderich 41 Gore Bay 42 Gravenhurst 43 Haileybury 44 Hanover 45 Harriston 46 Hawkesbury 47 Hespeler 48 Huntsville 49 Ingersoll 50 Kearney 51 Keewatin 52 Kenora 53 Kincardine 54 Kingsville 55 Latchford 56 Leamington 57 Lindsay 58 Listowel 59 Little Current 60 Massey 61 Mattawa 62 Meaford 63 Midland 64 Milton 65 Mitchell 66 Mount Forest 67 Napanee 68 New Liskeard 69 Newmarket 70 Niagara 71 North Bay 72 North Toronto 73 Oakville 75 Orillia 76 Oshawa 77 Owen Sound 78 Palmerston 79 Paris 80 Parkhill 81 Parry Sound 82 Pembroke 83*Penetanguishene 84 Perth 85 Petrolea 86 Picton 77 Ort Hope	37 89 76 68 324 263 139 30 122 253 166 68 45 85 211 163 34 51 401 116 110 49 137 266 87 139 36 15 118 397 127 44 65 76 229 179 55 188 319 89 76 242 366 370 26 386 107 26 286 191 264 92 163 129 203	18 36 43 31 153 91 48 25 90 83 38 41 24 65 103 71 25 32 127 51 12 13 45 85 48 29 9 45 198 68 53 50 65 17 17 17 18 19 19 19 19 19 19 19 19 19 19	28 72 47 21 206 168 161 50 134 90 99 60 27 114 115 182 19 41 161 57 104 24 97 227 56 46 34 14 19 99 201 52 42 43 100 70 70 70 70 73 81 180 180 180 180 180 180 180	17 69 41 20 291 149 176 41 78 43 123 85 187 23 57 113 56 74 9 91 245 90 63 28 13 87 200 54 64 61 73 79 98 43 136 135 135 136 136 137 137 138 138 138 138 138 138 138 138 138 138	32 56 63 24 355 130 134 52 87 52 41 69 58 149 26 43 131 106 52 20 66 62 200 117 56 28 14 105 169 71 1104 87 174 42 82 55 71 100 64 65 71 71 71 71 71 71 71 71 71 71	28

^{*}Including Protestant Separate School.

SCHOOLS.—Continued

various Branches of Instruction—Continued

	Art.	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.
34 35 36 37 38 39 40 41 42 43 44 45 51 52 53 54 55 57 58 59 60 61 62 63 64 65 66 67 77 77 77 77 77 77 77 77	132 322 270 1,329 801 658 255 511 563 473 240 180 440 752 83 252 933 386 372 115 386 1,023 398 333 151 53 454 1,165 438 274 274 274 274 274 274 274 274	132 233 151 124 1,073 538 658 200 511 402 473 240 180 490 401 752 39 162 405 386 250 53 299 746 263 216 115 72 454 1,165 438 240 115 72 454 1,165 554 386 488 286 497 166 665 554 388 1,004 463 1,004 463 1,004 464 1,005 1,00	308 180 	320 413 752 88 252 933 386 250 115 299 746 288 216 115 57 454 1,165 438 274 306 488 515 477 151 665 873 318 382 1,319 291 531 205 707 680 695 403 399 513	513	$egin{array}{c} 465 \\ 398 \\ 125 \\ 176 \\ 302 \\ \hline \end{array}$	88 176 680 163 92 302 199	49 125 104 72 646 279 310 218 137 170 199 93 226 128 244 386 146 29 157 419 153 131 72 34 454 1 16* 194 16* 154 194 154 184 190 154 184 185 181 181 181 181 181 181 181 181 181

THE PUBLIC

II. Table B.—Number of Pupils in the

Towns—Continued. Towns—Continued. Towns—Contin						
35 Essex 233 322 322 322 323 36 507est 104 270 37 507t Frances 144 44 44 44 48 28 28 28	Towns—Continued.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Bookkeeping.	Arithmetic and Mensuration.
35 Essex 233 322 322 322 323 36 507est 104 270 37 507t Frances 144 44 44 44 48 28 28 28						
85 Petrolea	35 Essex 36 Forest. 37 Fort Frances. 38 Galt. 39 Gananoque 40 Goderich 41 Gore Bay 42 Gravenhurst 43 Haileybury 44 Hanover. 45 Harriston 46 Hawkesbury 47 Hespeler 48 Huntsville. 49 Ingersoll 50 Kearney 51 Keewatin 52 Kenora 53 Kincardine 54 Kingsville 55 Latchford 56 Leamington 57 Lindsay 58 Listowel 59 Little Current 60 Massey 61 Mattawa 62 Meaford 63 Midland 64 Milton. 65 Mitchell 66 Mount Forest 67 Napanee 68 New Liskeard 69 Newmarket 70 Niagara 71 North Bay. 72 North Toronto 73 Oakville. 74 Orangeville 75 Orillia 76 Oshawa 77 Owen Sound 78 Palmerston 79 Paris. 80 Parkhill 81 Parry Sound 82 Pembroke 83*Penetanguishene	233 104 44 1,329 801 134 150 165 137 430 199 47 226 258 690 20 224 703 386 262 23 386 433 117 137 151 34 454 1,165 372 168 306 347 515 477 98 665 610 318 149 863 128 900 149 149 149 149 149 149 149 149	322 270 44 1,329 801 658 198 511 329 473 240 180 320 306 752 70 224 933 386 372 24 933 386 372 53 48 862 398 333 151 34 454 1,165 438 515 438 515 438 515 477 151 665 555 318 382 961 614 1,986 632 632 634 635 635 635 635 635 635 635 635	322 	57 11 27 34 56 26 21 20 16 7 66 30 71 7 52 35	28
	85 Petrolea	302	664		• • • • • • • • •	• • • • • • • • • •

^{*} Including Protestant Separate School.

SCHOOLS—Continued

various Branches of Instruction.—Continued

	Algebra.	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture,	Manual Training.	Household Science.
34 35 36	2									
37 38	28	28	21			28				181
39 40 41	74	74		14		 57				
42 43 44	11 39	$\begin{array}{c} 11 \\ 42 \end{array}$	 11 38		35	11 19	2			
45 46										
47 48 49	34 70	34 70	49	41			56			86
50 51	6 28	2 28	28			6 28				
52 53 54	20	20				. 20				
55 56 57										
58 59										* * * * * * * * * * * * * * * * * * *
$\begin{array}{c} 60 \\ 61 \\ 62 \end{array}$	16 7	16 7				. 7				
$\frac{63}{64}$	66	66	28	13						
65 66 67						20				
68 69	30	30	30	30						
$70 \\ 71 \\ 72$	7	7	2				7		34	37
73 74 75							. 52			• • • • • • • • •
76 77		· · · · · · · · · · · · · · · · · · ·							248	236
78 79 80	71	71	64	60						
81 82	85	85	67	67	7					
83 84 85										
86 86 87										
	2 E.									

THE PUBLIC

II.—Table B.—Numbers of Pupils in the

			Rea	ding.		
Towns—Continued.	Primer.	1st Book.	2nd Book.	3rd Book.	4th Book.	Beyond 4th Book.
88 Powassan 89 Prescott 90 Preston 91 Rainy River 92 Renfrew 93 Ridgetown 94 Rockland 95 St. Mary's 96 Sandwich 97 Sarnia 98 Sault Ste. Marie 99 Seaforth. 100 Simcoe 101 Smith's Falls 102 Southampton 103 Stayner 104 Steelton 105 Strathroy 106 Sturgeon Falls 107 Sudbury 108 Thessalon 109 Thornbury 110 Thorold 111 Tillsonburg 112 Trenton 113 Uxbridge 114 Vankleek Hill 115 Walkerton 116 Walkerville 117 Wallaceburg 118 Waterloo 119 Webbwood 120 Welland 121 Whitby 122 Wiarton 123 Wingham	72 85 99 77 142 107 16 121 58 424 388 54 127 347 118 38 188 86 89 112 202 30 109 96 149 75 32 269 112 269 112 205 79 180 65 65	30 109 74 36 48 20 20 70 26 244 151 38 102 170 43 18 36 57 36 32 131 19 43 58 123 32 67 56 20 20 48 48 48 48 48 48 48 48 48 48	25 47 117 34 55 70 12 67 24 263 181 37 124 208 76 72 118 64 64 97 22 116 103 98 91 29 93 116 31 39 89 71 130 98	41 56 107 49 69 81 12 131 32 287 261 85 119 73 112 105 81 45 89 103 117 110 35 68 74 116 134 287 117 110 35 85 81 85 85 87 87 87 88 89 89 89 89 89 89 89 89 89	26 111 91 27 128 61 17 140 35 334 268 68 131 209 62 95 123 36 93 79 22 54 123 107 60 61 196 96 67 108 109 119 119 119 119 119 119 119 119 119	14
Totals	17,313	8,884	11,960	12,088	11,928	1,711
Totals. 1 Rural Schools. 2 Cities. 3 Towns. 4 Villages. 5 Grand Totals, 1909. 6 Grand Totals, 1908.	55,603 20,508 17,313 6,430 99,854 98,877	28,754 12,024 8,884 3,326 52,988 51,505	40,780 15,929 11,960 4,864 73,533 73,932	44,588 19,062 12,088 4,738 80,476 81,456	45,615 16,964 11,928 5,059 79,566 78,689	8,142 2,129 1,711 2,869 14,851 15,211
7 Increases 8 Decreases	977	1,483	399	980	877	360
9 Percentages	24.88	13.20	18.32	20.05	19.83	3.70

SCHOOLS—Continued
various Branches of Instruction.—Continued.

				- Annual article				
	Art.	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.
88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123	224 408 488 237 442 339 77 529 176 1,552 1,007 153 603 1,145 266 214 503 489 268 366 401 180 411 483 539 374 170 298 406 695 526 123 601 602 1374 600 436	122 408 488 124 409 226 61 338 92 1,552 1,017 153 603 628 192 214 332 489 268 366 468 175 302 483 261 170 262 252 329 526 123 321 374 293 371	224 408 488 196 340 339 77 338 1,552 1,249 153 603 1,145 170 107 489 268 366 568 49 483 539 374 170 350 406 695 526 72 258 48 600 436	224 408 488 237 442 339 77 408 118 1,552 1,080 153 603 798 250 230 503 489 268 366 575 180 276 387 539 374 170 298 406 414 103 306 282 420 436	122 408 389 124 442 339 77 529 118 1,552 928 153 603 798 250 230 503 489 268 366 575 177 411 387 539 374 170 262 406 426 526 103 384 227 293 436	97 111 272 124 128 185 29 271 92 621 711 153 250 420 250 195 294 228 143 158 496 74 302 226 224 170 96 215 170 266 242 72 223 231 293 219	30 408 63 90 263 101 29 140 54 621 273 40 479 209 88 195 122 228 268 158 300 131 54 277 107 60 138 136 96 266 108 44 117 158 163 160	25 408 91 124 278 225 61 140 92 621 577 125 603 420 141 230 225 403 268 158 399 131 206 277 322 170 170 106 158 72 225 163 164 170 168 72 235 164 164 170 168 168 170 170 168 168 168 168 168 170 170 170 168 168 168 168 168 170 170 170 170 170 170 170 170
	60,392	51,489	50,026	55,953	58,241	28,683	22,791	
1 2 3 4	193,392 84,570 60,392 25,509	161,006 75,725 51,489 21,931	98,415 80,496 50,026 18,269	172,176 75,501 55,953 24,518	168,904 78,953 58,241 24,026	107,973 52,268 28,683 14,209	78,182 29,216 22,791 12,859	101.942 38.106 30.172 15.117
5 6	363,863 356,741	$\begin{array}{c} 310,151 \\ 298,502 \end{array}$	247,206 241,170	328,148 314,135	330,124 321,363	203,133 197,779	143,048 131,469	187,896 181,398
7 8	7,122	11,649	6,036	14,013	8,761	5,354	11,579	6,498
9	90.68	77.29	61.60	81.77	82.27	50.62	35.64	46.82

THE PUBLIC

II.—Table B.—Numbers of Pupils in the

Towns—Continued.	Physiology and Hygiene,	Nature Study.	Physical Culture.	Bookkeeping.	Arithmetic and Mensuration,
88 Powassan 89 Prescott. 90 Preston 91 Rainy River 92 Renfrew 93 Ridgetown 94 Rockland. 95 St. Mary's 96 Sandwich 97 Sarnia 98 Sault Ste. Marie. 99 Seaforth 100 Simcoe 101 Smith's Falls 102 Southampton 103 Stayner 104 Steelton 105 Strathroy 106 Sturgeon Falls 107 Sudbury 108 Thessalon 109 Thornbury 110 Thorold 111 Tillsonburg 112 Trenton 113 Uxbridge 114 Vankleek Hill 115 Walkerton 116 Walkerville 117 Wallaceburg 118 Waterloo 119 Webbwood 120 Welland 121 Whitby 122 Wiarton 123 Wingham Totals	39 408 488 488 124 442 277 77 140 92 1,552 721 109 603 420 216 170 437 489 268 366 558 180 483 539 474 170 106 326 67 158 37 170 185 293 219	39 408 488 488 110 442 339 777 271 176 1,552 1,159 109 603 1,145 250 170 503 489 268 366 641 180 338 483 539 374 170 204 406 523 526 123 383 271 600 371 600 371	39 408 488 237 442 339 77 140 176 1,552 890 603 1,145 377 230 295 489 268 366 448 138 483 539 374 170 180 406 526	14 31 26 27 32 53 7	14 34 60 10 84 32 53 7
Totals, 1 Rural Schools 2 Cities 3 Towns	120,066 70,828 43,205	175,060 80,834 57,230	104,982 76,609 41,568	7,231 2,913 1,157	12,016 19,643 2,313
4 Villages	15,919 250,018 227,168	22,922 336,046 310,179 25,867	10,983 234,142 227,130 7,012	2,078 13,379 15,203	3,624 37,596 42,600
7 Increases. 8 Decreases Percentages	22,850 62.30	25,867	58.35	1,824	9.36

SCHOOLS-Continued

various Branches of Instruction.—Concluded.

				en e e e e e e	- · ·					
	Algebra	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
88 89	38	38				30	30			
90 91 92	14	14	10	10		14	14			
93 94 95										
96 97 98	1	1							122	
99 100 101										
101 102 103 104	34 60	34 60	28 44	26 43		34 44	34 44			
105 106	10					10				
107 108 109 110	34 42	34 42	22 30	22 2		37	27		54	
111 112 113										
114 115 116		,							, , , , , , , , ,	
117 118 119	83	53	72	15	526	83	53			
$\frac{120}{121}$									·	
122 123	1,599	1,555	1,186	804	1,836	1,349	556	674	1,582	757
1			2,778	6,050	203	5,022 2,116	2,463 2,337	7,437	3,017	452 14,915
1 2 3 1	$6,948 \\ 592 \\ 1,599 \\ 2,837$	6,047 592 1,555 2,761	1,186 2,186	804 1,670	1,836 73	2,116 1,349 2,514	2,337 556 957	674 820	38.964 1,582 68	14,510
	11,976 12,833	10,955 12,143	$\begin{array}{c} 6,150 \\ 6,214 \end{array}$	8,524 7,967	2,112 1,876	11,001 9,269	6,313 7,872	8,931 9,415	43,631 38,994	16.124 14.507
7 8	857	1,188	64	557	236	1,732	1,559	484	4,637	1,617
9	2.98	2.73	1.53	2.12	.52	2.74	1.57	2.22	10.87	4.01

THE PUBLIC

III.—Table C.—Teachers, Salaries,

	,	Teachers.			Sal	aries.	
Rural Schools.	Number of Teachers.	Male.	Female.	Highest salary, male.	Highest salary, female.	Average salary of male teachers.	Average salary of female teachers.
1 Brant. 2 Bruce. 3 Carleton. 4 Dufferin. 5 Elgin. 6 Essex. 7 Frontenac. 8 Grey. 9 Haldimand. 10 Haliburton. 11 Halton. 12 Hastings. 13 Huron. 14 Kent. 15 Lambton. 16 Lanark. 17 Leeds and Grenville. 18 Lennox and Addington. 19 Lincoln. 20 Middlesex. 21 Norfolk. 22 Northumberland and Durham. 23 Ontario. 24 Oxford. 25 Peel. 26 Perth. 27 Peterborough. 28 Prescott and Russell. 29 Prince Edward. 30 Renfrew. 31 Simcoe. 32 Stormont, Dundas & Glengarry. 33 Victoria. 34 Waterloo. 35 Welland. 36 Wellington. 37 Wentworth. 38 York. 39 Algoma and Manitoulin. 40 Muskoka. 41 Nipissing. 42 Parry Sound. 43 Rainy River and Thunder Bay.	71 175 138 94 115 122 147 231 79 59 58 184 197 140 173 128 237 121 69 198 104 217 126 127 127 126 127 121 107 104 234 247 75 159 234 247 112 101 90 153 97 217 149 106 106 106 106 106 106 106 106 106 106	15 36 25 14 21 28 15 53 13 6 10 36 54 22 29 13 28 15 13 45 25 54 32 42 42 42 42 42 42 42 42 42 42 42 42 42	56 139 113 80 94 132 178 66 53 148 148 144 115 209 106 56 153 79 163 94 85 63 85 90 94 164 213 91 76 78 125 125 125 125 125 125 125 125 125 125	650 800	\$ 700 850 700 600 600 600 550 600 500 500 600 500 600 500 600 6	\$ 520 487 480 446 497 538 381 479 496 425 520 458 492 548 466 373 486 513 486 513 485 508 447 450 475 396 499 472 468 525 514 455 511 345 511 345 408 415 511 511 511 511 511 511 511 511 511	\$ 445 410 410 418 434 436 313 421 425 302 430 399 411 459 424 347 408 400 421 444 420 429 386 357 389 337 411 393 398 429 422 436 438 440 389 307 358 340 460
1 Totals, Rural Schools	5,766 1,685 1,191 543	1,102 246 176 136	4,664 1,439 1,015 407		1,000 1,800 800 800	1,264 872 724	399 633 437 409
5 Grand Totals, 1909	9,185 9,020	1,660 1,767	7,525 7,253		1,800 1,800	660 624	449 432
7 Increases 8 Decreases	165	107	272			36	17
9 Percentages	,	18.07	81.92				

SCHOOLS-Continued

Certificates, Experience, etc.

	ol ol	appropriate as allowed the destruction of	Cen	rtificates.			
Number of university graduates.	Number of teachers who have attended Normal School or Normal College.	Provincial First Class or Interim from Normal College.	Provincial Second Class or Interim from one of the Normal Schools.	Old County Board Certifi- cates.	Third Class and renewals of Third Class.	District.	Temporary.
1	51 70 66 27 75 44 14 92 35 64 104 81 95 27 53 14 31 132 49 89 60 78 40 79 37 19 15 11 74 76 39 54 52 79 79 73 154 14 154 164 176 177 178 178 178 178 178 178 178	10 5 16 1 8 7 	40 58 44 25 64 34 14 81 26 4 32 58 97 71 77 24 49 11 29 125 38 85 54 70 38 75 34 19 15 11 58 68 37 45 39 65 65 65 134 11 11 11 11 11 11 11 11 11 1		18 88 48 52 43 63 71 120 48 10 25 62 91 57 85 79 147 76 33 68 48 107 56 46 32 40 36 36 34 48 1146 132 55 42 38 66 66 67 68 68 68 68 68 68 68 68 68 68	2 11 3 8 8 2 12 20 1 1 4 4 2 9 10 42 20 4 20 4 4 20 4 	1 13 26 16 10 54 21 40 3 2 4 23 33 27 3 1 7 7 21 8 3 2 2 25 9 12 17 15 19 14 6 2 6 6 1 6 6 47 46 67 46 67 46 68 69 7
1 16 2 48 3 24 4 12	2,232 1,640 1,031 415	201 348 147 90	1,953 1,286 881 335	13 7 11 4	2,513 28 121 93	389 19 11	12 10
5 100 6 86	5,318 4,555	786 760	4,455 3,802	35 50	2,755 3,390	419 540	719 478
7 14 8	763	26	653	. 15	635	121	241
9 1.08	57.89	8.55	48.50	.38	29.99	4.56	7.83

THE PUBLIC

III .- Table C .- Teachers, Salaries,

	Certifica	tesCon.		Experience.	
Rural Schools.—Continued.	Manual Training.	Household Science.	Average experience in years of male teachers.	Average experience in years of female teachers.	Average experience in years of all teachers.
1 Brant 2 Bruce 3 Carleton 4 Dufferin 5 Elgin 6 Essex 7 Frontenac 8 Grey 9 Haldimand 0 Haliburton 1 Halton 2 Hastings 3 Huron 4 Kent 5 Lambton 6 Lanark 7 Leeds and Grenville 8 Lennox and Addington 9 Lincoln 0 Middlesex 11 Norfolk 12 Northumberland & Durham 13 Ontario 14 Oxford 15 Peel 16 Perth 17 Peterborough 18 Prescott and Russell 19 Prince Edward 10 Renfrew 11 Simcoe 12 Stormont, Dundas & Glengarr 13 Victoria 14 Waterloo 15 Welland 16 Wellington 17 Wentworth 18 York 18 Algoma and Manitoulin 19 Mispissing 12 Parry Sound 18 Rainy River and Thunder Ba	y		3.86 7.25 8.29 11.52 12.02 10.06 7.91 15.73 12.40 5.63 5.21 5.56 3.91	4.93 3.66 3.74 3.29 4.14 3.82 3.38 3.40 4.13 4.01 3.88 4.02 4.13 4.01 3.64 4.24 5.05 4.22 4.36 4.79 4.24 5.05 4.22 4.70 3.71 3.97 4.47 4.56 5.67 3.75 4.74 4.56 5.67 3.87 3.98 4.93 4.93 4.93 4.93 4.93 4.93 4.93 4.93	5.81 3.85 4.32 3.27 5.01 5.00 3.58 4.25 4.38 3.42 6.18 5.48 6.52 4.67 3.64 4.74 4.49 3.81 5.62 5.67 6.04 6.84 5.42 5.61 3.69 5.28 5.25 5.77 4.95 5.28 5.25 5.79 5.80 5.48 6.52 5.79 5.80 5.49 6.18 5.28 5.25 6.18 6.52 6.84 6.97
1 Totals, Rural Schools 2 " Cities 3 " Towns 4 " Villages	. 6	10	8.23 17.57 17.31 14.47	4.24 14.12 9.78 7.98	5.00 14.62 10.89 9.60
5 Grand Totals, 1909	. 6	10	11.09 10.12	7.08 6.96	7.80 7.58
7 Increases			.97	.12	.22

SCHOOLS—Continued

Certificates, Experience, etc.—Continued.

				Experie	nce.						
No.of teachers who at end of year have taught less than one year.	1 year, but less than 2 years.	2 years.	3 years.	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.
1 10 2 39 3 29 4 24 5 23 6 16 7 7 8 43 9 8 10 19 11 9 12 38 13 31 14 30 15 37 16 12 17 31 18 17 19 6 20 30 21 18 22 35 23 14 24 20 25 11 26 20 27 17 28 12 29 7 30 10 31 32 32 21 33 18 34 34 34 35 24 24 35 16 36 21 37 8 38 29 39 22 40 14 41 17 42 19 43 17	5 24 20 12 7 14 44 24 8 8 8 6 20 17 16 22 23 34 27 9 10 12 30 12 15 9 4 21 17 10 34 29 46 9 8 8 12 13 14 15 15 16 16 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	13 37 22 27 22 23 32 47 17 8 8 33 35 28 36 27 37 25 8 41 20 48 17 32 18 31 21 18 12 36 40 42 19 10 33 11 31 29 27 9	7 23 21 4 14 20 20 46 18 6 6 24 35 16 26 19 35 14 11 36 12 38 23 10 12 17 17 10 12 25 37 43 20 14 10 30 15 26 21 12 12 18 4	9 9 11 4 11 7 9 12 7 6 5 8 9 7 9 8 12 6 8 8 13 5 6 8 7 2 6 6 13 2 2 2 6 8 7 5 6 6 6 7 6 6 7 7 5 6 6 7 7 5 6 6 7 7 5 6 7 7 5 6 7 7 5 6 7 5 7 5	7 10 7 4 7 11 11 11 17 5 1 6 6 5 8 6 7 22 6 4 4 10 18 17 8 8 9 10 10 10 10 10 10 10 10 10 10 10 10 10	3 6 1 9 9 7 3 9 2 2 9 9 6 6 6 6 14 5 8 8 8 1 4 6 4 4 5 10 5 6 6 11 6 4 4 5 10 5 6 6 11 6 4 4	2 3 4 2 2 4 3 2 4 4 3 2 4 4 1 4 7 7 7 4 3 6 6 3 2 6 6 1 2 8 5 4 6 6 3 2 1 2 1 2 1 131	1 3 4 2 6 3 7 2 4 1 2 2 1 8 1 6 4 1 4 2 4 3 5 2 5 3 3 1 6 9 2 2 2 5 6 5 6 2 3 3 1 140	124 1112321243441412254113157351 26 2365	35 5 3 3 3 6 4 2 1 4 8 3 1 4 2 2 2 4 4 4 4 7 7 5 4 4 4 3 4 3 4 3 2 2 1 4 3 10 2 2 1 2 3 10 2 2 1 2 3 13 7	1 2 1 1 2 2 2 2 4 3 5 2 4 4 3 2 2 7 1 1 3 1 2 1 1 3 2 4 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2 2 1 5 6 2 2 2
1 881 2 23 3 49 4 41	756 19 50 24	1,081 54 75 57	839 63 78 43	368 63 67 28	349 71 86 44	237 87 68 33	99 55 31	84 70 27	112 82 64 18	137 71 49 20	86 31. 41 17 199
5 994 6 596	849 1,368	1,267 1,237	1,023 882	526 599	550 521	425 426	319 333	321 311	276 231	268	222
7 398 8	519	30	141	. 73	29	. i	14	10	45	9	23
9 10.82	9.24	13.79	11.13	5.72	5.98	4.62	3.47	3.49	3.0	3.01	2.10

THE PUBLIC

III.—Table C.—Teachers, Salaries,

					F	Exper	ience	.—C	on.				
Rural Schools.—Con.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.	22 years.	23 years.	24 years.
1 Brant. 2 Bruce. 3 Carleton 4 Dufferin. 5 Elgin 6 Essex 7 Frontenac 8 Grey. 9 Haldimand 10 Haliburton 11 Halton 12 Hastings. 13 Huron. 14 Kent. 15 Lambton 16 Lanark 17 Leeds and Grenville. 18 Lennox and Addington 19 Lincoln. 20 Middlesex 21 Norfolk. 22 Northumberland and Durham 23 Ontario 24 Oxford 25 Peel. 26 Perth. 27 Peterborough 28 Prescott and Russell. 29 Prince Edward 30 Renfrew 31 Simcoe. 32 Stormont, Dundas and Glengarry 33 Victoria. 34 Waterloo 35 Welland. 36 Wellington 37 Wentworth 38 York. 39 Algoma and Manitoulin 40 Muskoka 41 Nipissing, etc. 42 Parry Sound 43 Rainy River & Thunder Bay	1 1 1 3 1 1 1 1 1 1 1 3 1 1 1 1 2 2 2 2	1 1 2 2 5 2 4 1 1 2 2 4 1 1 2 2 3 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 2 1 1 2 2 1 1 1 2 2 1 1 1 3 3 3 1 2 2	1 5 2 2 2 1 1 2 2 2 2 1 1 6 2 2 2 2 2 1 1 6 2 2 2 2	2 1 1 1 1 2 1 1 1 1 2 1 1 1 2 2 3 2 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 2 1 2 1 2 1 2 2 3 3 2 2 2 2 2 1 1 1 2 2 2 1 2 2 2 1 2	1 1 1 1 1 1 1 1 2 2 2 3 2 2 3 2 2 2 3 2 2 2 3 2 2 2 3 2 2 2 3 2 2 2 2		3 2 6 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 2 1 1 1 1 1 3 1 1		1 1 1 1	
1 Totals Rural Schools 2 " Cities. 3 " Towns. 4 " Villages.	80 66 46 12	68 51 42 17	56 39 36 13	59 53 32 11	40 52 22 13	33 58 18 7	33 50 19 6	26 41 19 11	49 41 27 7	20 47 21 4	20 50 12 8	16 44 11 5	14 52 19 4
5 Grand Totals, 1909	204 213		144 125	155 152	127 120	116 101	108 114	97 82	124 126	92 92	90 83	76 82	89 64
7 Increases	9	28	19	3	7	15	6	15		• • • • • •	7	6	2 5
9 Percentages	2.22	1.93	1.56	1.68	1.38	1.26	1.17	1.05	1.35	1.0	.97	.82	.96

SCHOOLS—Continued
Cortificates Experience, etc.—Concluded

Certificate	Certificates, Experience, etc.—Concluded.														
]	Experie	ence.—	Con.								
25 years.	26 years.	27 years.	28 years.	29 years.	30 years.	31 years.	32 years.	33 years.	35 Years.	36 years.	37 years.	SX Veal's.	30 VA97'S	An wears	and over.
3	2 1 1 1 1 2			1 3 1 2 1	1	1 1	i		i .	1	i		1	i	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
32		2	1		1			1	1 1	1	1 1 1			1	1
$\begin{array}{cccc} 1 & 21 \\ 2 & 42 \\ 3 & 4 \\ 4 & 7 \end{array}$	24 19 9 3	14 26 8 3	8 27 9 3	11 21 10 4	12 24 16 7	8 16 10 3	$\begin{array}{c c} 3 \\ 16 \\ 7 \\ 2 \\ \end{array}$	5 10 5 	5 4 2 1	6 7 8	11 2 1	7 3 1	2 7 6 1 16	10 6	28 10 6 47
5 74 6 65	55 62	51 56	47 37	46 41	59 48	37 29	28 23	20 20	12 18	21 15	18 20	11 16	14	14	14
7 9 8	7	5	10	5	11	8	5		6	6	2	5	2	3	3
$\frac{3}{9}{.8}$.59	.55	.51	.5	.64	.4	.3	.21	.13	.22	.19	.11	1.17	1.18	.51

THE PUBLIC

IV.—Table D.—School

		School Houses.					School Visits.				
Rural Schools.	Number of Schools.	Brick.	Stone.	Frame.	Log.	By Inspector.	By Trustees.	By Clergymen.	By other persons.	Total.	
1 Brant 2 Bruce 3 Carleton 4 Dufferin. 5 Elgin 6 Essex 7 Frontenac 8 Grey 9 Haldimand 10 Haliburton 11 Halton 12 Hastings 13 Huron 14 Kent 15 Lambton 16 Lanark 17 Leeds & Grenville.	61 169 118 92 102 108 142 220 75 57 58 179 183 131 166 120 224	47 90 29 63 75 35 10 117 67 2 29 55 109 81 78 17 63	2 16 18 4 3 22 48 13 14 7 1 12 75	12 61 70 25 27 70 100 54 8 42 16 107 67 587 88 82	10 10 10 3	146 350 161 191 231 236 162 448 158 96 119 377 374 279 340 255 474	73 137 89 102 90 86 152 219 66 53 105 260 217 107 115 174 173	34 54 25 39 23 30 78 81 31 59 19 108 60 62 56 102 34	333 202 206 120 178 148 239 1,308 145 168 294 2,212 411 323 230 924 181	586 743 481 452 522 500 631 2,056 400 376 537 2,957 1,062 771 741 1,455	
18 Lennox and Addington 19 Lincoln 20 Middlesex 21 Norfolk	112 64 180 98	23 26 132 62	$\begin{array}{c} 7 \\ 10 \\ \vdots \\ 6 \end{array}$	78 28 48 30	4	227 131 375 239	137 107 129 89	52 49 52 38	374 701 251 203	790 988 807 569	
22 Northumberland & Durham	203 114 105 75 114 101	142 69 87 54 84 49	11 1 2 6 7 2	50 44 16 15 23 40	10	431 196 215 108 384 232	329 152 113 57 147 101	86 57 36 28 48 89	602 186 187 155 83 190	1,448 591 551 348 662 612	
sell	92 74 150 205	9 35 39 139	13 1 2	75 26 84 64	26	208 150 270 485	77 79 177 312	50 21 74 199	138 450 186 848	473 700 707 1,844	
32 Stormont, Dundas and Glengarry. 33 Victoria. 34 Waterloo. 35 Welland. 36 Wellington. 37 Wentworth. 38 York.	225 104 82 79 141 74 152	14 71 59 44 91 50 114	8 3 16 7 38 14 1	197 30 7 28 12 10 37	6	476 214 168 179 304 205 343	185 119 233 135 182 97 171	104 64 37 28 41 45 67	378 186 881 347 391 309 347	1,143 583 1,319 689 918 656 928	

SCHOOLS—Continued

Houses, Prayers, etc.

]V	laps and	Globes.	Examin Priz	ations.	L	ectures		l on	auth-	d or	the	rting
	Number of Maps.	Number of Globes.	Number of Schools holding Public Examinations.	Number of Schools distributing Prizes or Merit Cards.	By Inspector.	By other persons.	Total.	Number of Trees planted on Arbor Day.	Number of Schools using authorized Scripture Readings.	Number of Schools opened or closed with Prayer.	Number of Schools using the Bible.	Number of Schools imparting Religious Instruction.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17	735 1,912 1,042 925 1,225 1,335 748 1,944 1,090 521 644 1,954 2,065 956 1,846 994 2,222	78 173 102 94 116 116 106 175 83 53 60 184 194 132 169	20 22 33 31 23 55 46 60 32 8 84 37 131 55 74 92	8 31 10 11 7 13 32 24 5 3 26 9 17 15 28 8	1 2 3 164 9 6 7	1 3 2 27 1 15	$\begin{array}{c} & & & \\ & 1 & \\ & & 2 \\ & 1 & \\ & & \\ & & 4 \\ & 167 \\ & 11 & \\ & & \\ & & 6 \\ & 344 \\ & 1 \\ & 255 \\ & 2 \\ & 100 \\ & 2 & \\ \end{array}$	208 152 114 187 84 74 197 521 83 175 68 93 292 186 90	37 75 63 54 65 62 78 147 55 22 36 80 118 77 102 104 196	61 169 109 90 98 108 132 217 72 55 57 170 167 128 166 120 211	42 122 67 81 56 60 74 175 28 38 41 127 144 71 78 68 18	25 44 56 58 13 16 82 33 67 52 35
18 19 20 21	1,134 683 2,176 977	127 75 219 104	61 16 42 58	20 4 27 13	8	$\begin{array}{c c} 1 \\ 12 \\ 2 \end{array}$	20 2	148 133 212 85	23 52 86 67	107 64 178 96	52 26 126 64	64 57
22 23 24 25 26 27	162 1,235 1,156 1,042 1,414 747	16 115 119 81 129 104	46 19 15 19 85 23	11 15 6 8 7 10	41	3	42	46 90 54 180 86 43	147 83 69 49 76 55	203 106 103 74 110 97	89 37 46 47 77 54	41 42 33 36 40 38
28 29 30 31	941 882 1,164 2,240	96 80 145 166	31 24 29 89	30 16 35 10		$\begin{array}{c c} & 4 \\ & 3 \\ & 2 \\ & 17 \end{array}$	5 3 2 139	127 13 236 316	10 51 46 99		25 39 35 119	50 51 47
32 33 34 35 36 37 38	2,118 985 1,004 713 1,707 771 1,703	252 104 93 84 161 440 160	18 33 27	40 3 3 11 17 12 12	$\frac{2}{1}$. 2	. 2 2 4 7 3	161 45	96 61 78 36 103 52 112	94 82 78 137 71	81 63 20 41 91 23 83	64 2 50 2 30
39	1,049	130	54	27	1	5	6	103	73	140	102	56

THE PUBLIC

IV.—Table D.—School

		Scho	ool Hou	ses.		School Visits.					
Rural Schools.— Concluded.	Number of Schools.	Brick.	Stone,	Frame.	Log.	By Inspector.	By Trustees.	By Clergymen.	By other persons.	Total.	
40 Muskoka	105 132 119	18 5 7	2	73 103 87	12 24 24 25	205 257 218	134 277 146	80 161 111 71	362 161 238	781 856 713	
Totals.	,,,										
1 Rural Schools 2 Cities 3 Towns 4 Villages	5,319 204 231 159	2,398 181 164 123	22 30		200	11,020 4,569 1,941 1,026	2,003 2,148	2,742 381 333 205	16,213 14,890 3,171 1,284	36,200 21,843 7,593 3,192	
5 Grand Totals, 1909. 6 Grand Totals, 1908.							11,053 11,037	3,661 3,971	35,558 37,336	68,828 70,213	
7 Increases 8 Decreases	44	54		29	39	687	16	310	1,778	1,385	
9 Percentages		48.47	7.83	40.32	3.38	26.96	16.05	5.32	51.66		

SCHOOLS-Continued

Houses, Prayers, etc.—Concluded.

	Maps and	Globes.	Examin Pri		L	ectures		l on	gs.	ed or	the	-ting
	Number of Maps.	Number of Globes.	Number of Schools holding Public Examinations.	Number of Schools distributing Prizes or Merit Cards.	By Inspector.	By other persons.	Total.	Number of Trees planted Arbor Day.	Number of Schools using au orized Scripture Readings.	Number of Schools opened or closed with Prayer.	Number of Schools using Bible.	Number of Schools imparting Religious Instruction.
40 41 42	700	96	29 58 25	16 21 8		3 11 1	3 11 1	261 79 111	36 21 64	34 108 118	8 46 102	4 32 54
43	345	49	17	7	• • • • •	1	1	35	9	67	48	
1 2 3 4	51,389 6,529 3,026 1,961	377	1,811 108 40 54	636 149 18 14	473 20 41 30	148 49 66 42	621 69 107 72	5,630 *3 132 211	3,025 51 78 109	5,036 189 210 158	2,834 173 165 96	1,327 26 27 16
5 6	62,905 65,168			817 878	564 622	305 415	869 1,037	5,976 7,085	3,263 3,124	5,593 5,669	3,268 3,090	1,396 1,429
7 8	2,263	65	113	61	58	110	168	1,109	139	76	178	33
9	+10.63	†1.09	34.04	13.81	64.90	35.09			55.18	94.58	55.26	23.60

 $^{^{*}}$ In addition there were set out 1,022 shrubs, 16,770 flowers and plants and 10,000 bulbs in the City of Toronto.

⁺ To each school.

THE PUBLIC

V.—Table E.—Financial

		Rece	eipts.	
Rural Schools.	Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
1 Brant 2 Bruce 3 Carleton 4 Dufferin 5 Elgin 6 Essex 7 Frontenac 8 Grey 9 Haldimand 10 Haliburton 11 Haltou 12 Hastings 13 Huron 14 Kent 15 Lambton 16 Lanark 17 Leeds and Grenville 18 Lennox and Addington 19 Lincoln 20 Middlesex 21 Norfolk 22 Northumberland and Durham 23 Ontario 24 Oxford 25 Peel 26 Perth 27 Peterborough 28 Prescott and Russell 29 Prince Edward 30 Renfrew 31 Simcoe 32 Stormont, Dundas and Glengarry 33 Victoria 34 Waterloo 35 Welland 36 Wellington 37 Wentworth 38 York 39 Algoma, Manitoulin, etc 40 Muskoka 41 Nipissing 42 Parry Sound 43 Rainy River and Thunder Bay Totals	\$ c. 6,796 80 14,621 94 12,136 33 5,796 71 11,704 41 10,608 72 12,124 65 16,815 93 6,240 80 8,426 78 4,828 30 19,785 40 15,728 03 12,853 90 12,144 99 8,133 89 11,165 46 7,138 92 5,445 27 16,781 40 6,691 66 14,881 16 10,661 85 13,880 80 6,293 33 11,187 23 10,562 03 4,551 54 4,599 40 10,119 64 17,748 26 15,514 27 10,033 26 8,908 73 6,389 32 15,903 84 10,193 54 20,918 84 20,918 84 21,762 68 21,201 18 12,265 89	\$ c. 39,699 80 86,093 92 65,678 65 45,294 04 58,842 18 65,991 06 42,802 78 110,239 00 42,437 81 12,637 17 29,118 71 80,436 03 96,745 44 81,847 77 81,829 76 46,112 49 94,269 49 43,291 30 39,040 98 103,252 52 51,518 01 64,451 92 70,932 03 40,001 75 64,127 77 40,566 97 42,526 47 32,995 87 58,493 52 117,989 91 104,568 97 49,420 34 57,646 30 43,646 45 73,772 99 49,496 27 114,323 65 2,757 15 26,981 71 33,571 81 34,941 30 27,690 43	\$ c. 43,051 22 58,311 37 28,028 12 26,356 71 60,414 21 33,971 16 30,839 11 58,148 42 30,156 04 8,473 83 21,947 24 57,281 33 51,786 21 77,027 14 44,402 13 23,870 28 48,137 27 24,991 47 40,618 01 82,187 64 49,797 83 68,504 84 25,617 58 36,754 70 23,777 14 25,236 86 16,532 17 30,819 52 78,854 16 37,347 00 23,777 14 25,236 86 16,532 17 30,819 52 78,854 16 37,347 00 23,713 75 63,011 26 46,031 13 62,693 93 52,040 33 115,959 81 17,964 12 20,993 89 20,343 04 14,890 65	\$ c. 89,547 82 159,027 23 105,843 10 77,447 46 130,960 80 110,570 94 85,766 54 185,203 35 78,834 65 29,537 78 55,894 25 157,502 76 164,259 68 171,728 81 138,376 88 78,116 66 153,572 22 75,421 69 85,104 26 202,221 56 108,007 19 185,681 01 113,139 63 151,674 31 71,912 66 112,069 70 74,906 14 72,314 87 54,127 44 99,432 68 214,592 33 157,430 24 82,967 35 129,566 29 96,066 90 152,370 76 111,730 14 251,202 14 121,593 04 63,058 30 76,328 38 76,485 52 54,846 97

SCHOOLS -Continued

Statement.

,		Ex	penditure.	·		
Teachers,	Satation	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
2 72 3 58 4 40 5 58 4 40 5 58 4 40 5 58 6 55 7 44 8 97 9 36 10 11 11 25 13 86 41 15 72 16 44 15 72 18 40 20 21 44 22 88 22 28 22 30 59 33 44 43 35 36 37 38 40 41 42 42 42 42 43 44 42 44 42 44 42 44 42 44 42 44 42 44 42 42 44 44 42 44 44 42 44 44 42 44 44 42 44 44 44 44 44 44 44 44 44 44 44 44 44	\$ c., ,228 50 , ,429 63 , ,353 87 , ,608 89 , ,562 45 , ,126 35 , ,056 70 , ,845 13 3,206 41 ,803 97 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 26 , ,204 27 , ,204 27 , ,204 27 , ,204 27 , ,204 27 , ,204 27 , ,204 27 , ,204 27 , ,204 27 , ,204 27 ,	\$ c. 17,232 26 11,378 36 5,842 59 4,771 17 14,870 66 6,658 44 3,896 12 9,484 30 8,332 86 1,554 05 4,027 52 13,461 25 10,073 97 23,608 71 9,937 34 3,788 42 8,066 96 3,946 27 12,586 37 21,939 12 9,092 22 21,822 57 9,427 14 7,549 61 3,097 55 7,693 27 4,927 86 5,615 39 2,389 53 8,043 28 21,241 87 8,009 67 3,967 60 4,617 96 18,922 97 7,971 59 12,126 85 32,496 71 12,681 22 6,524 45 12,457 13 5,939 53 6,010 86	\$ c. 646 57 1,806 67 1,695 68 860 66 2,543 80 757 62 864 57 1,479 69 582 74 328 93 362 31 1,684 12 1,406 37 1,602 41 1,066 24 445 52 4,098 92 442 81 944 70 1,131 49 849 73 1,824 93 1,026 07 598 09 360 43 655 18 623 26 527 08 165 92 1,089 46 4,341 35 1,930 50 729 69 477 12 719 39 1,363 01 2,094 03 2,639 89 1,150 71 987 12 1,797 57 1,772 35 1,226 93	\$ c. 9,524 65 20,861 12 17,664 35 9,994 11 16,880 36 13,868 40 10,575 69 25,265 67 10,263 33 6,157 68 5,804 76 18,165 12 27,456 57 17,374 43 19,534 07 9,143 86 18,810 69 9,428 49 10,400 37 23,694 98 8,812 13 20,896 98 18,696 97 16,790 14 11,876 74 16,070 92 8,454 68 9,086 83 6,192 99 13,073 33 18,059 64 11,555 03 18,106 58 9,471 44 18,637 52 12,288 46 37,644 88 20,240 92 8,593 18 17,423 81 13,420 38 11,604 41	\$ c. 59,631 98 106,475 78 83,556 49 56,234 83 84,857 23 76,410 81 59,393 08 134,074 79 52,385 34 23,844 63 36,015 00 105,353 09 123,809 55 106,610 30 103,047 82 56,985 35 112,705 26 53,892 78 52,693 18 134,702 89 61,149 79 133,722 44 83,880 31 84,398 23 50,044 09 79,924 97 53,440 02 52,681 71 38,205 05 74,846 36 148,531 20 125,897 80 61,003 88 68,983 38 67,243 42 96,755 38 69,932 07 173,427 46 92,598 60 48,463 29 64,633 68 60,390 63 45,116 93 3,457,950 87	\$ c. 29,915 84 52,551 45 22,286 11 21,212 63 46,103 57 34,166 13 26,373 46 51,128 56 26,449 51 5,693 15 19,879 25 52,149 67 40,450 13 40,866 96 21,131 31 40,866 96 21,528 91 32,411 08 67,518 67 29,256 37 67,270 0. 21,86A 57 29,256 37 67,270 0. 21,406 17 19,633 10 15,922 30 24,586 32 24,586 32 26,661 13 31,532 44 21,963 31 60,582 91 28,823 3 55,615 58 41,718 67 77,774 68 28,914 44 14,505 01 11,614 79 16,684 89 9,730 04
۵,0	27,900 00	, , , , , , , , , , , , , , , , , , , ,	1	İ	·	1 = -

THE PUBLIC
V.—Table E.—Financial

			V.—Tab	le E.—Financia
		Re	eceipts.	
Cities.	Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
1 Belleville 2 Brantford 3 Chatham 4 Fort William 5 Guelph. 6 Hamilton 7 Kingston 8 London 9 Niagara Falls 10 Ottawa 11 Peterborough 12 Por Arthur 13 St. Catharines 14 St. Thomas 15 Stratford 16 Toronto 17 Windsor 18 Woodstock	\$ c. 1,240 00 4,066 28 1,351 07 2,022 00 3,577 16 13,474 75 3,358 96 8,951 72 892 50 9,380 48 5,628 94 2,102 64 1,378 67 1,916 95 5,536 23 41,217 61 1,773 00 1,385 00	\$ c. 20,024 26 42,000 00 21,169 88 34,560 34 28,779 20 170,476 71 33,137 00 156,606 02 17,500 00 251,198 12 41,000 00 31,428 90 20,814 08 29,000 00 26,000 00 1,223,526 85 37,574 14 18,000 00	\$ c. 2,852 43 3,214 37 3,289 20 960 89 338 40 90,874 74 2,339 11 44,534 00 1,701 92 13,195 21 6,562 82 636 68 27,118 11 1,175 40 19,505 93 334,826 33 1,593 80 1,487 75	\$ c. 24,116 69 49,280 65 25,810 15 37,543 23 32,694 76 275,096 20 38,835 07 210,091 74 20,094 42 273,773 81 53,191 76 34,168 22 49,310 86 32,092 35 51,042 16 1,599,570 79 40,940 94 20,872 75
Totals	109,253 96	2,203,065 50	556,207 09	2,868,526 55
Towns. 1 Alexandria 2 Alliston 3 Almonte 4 Amherstburg 5 Arnprior 6 Aurora. 7 Aylmer 8 Barrie 9 Berlin 10 Blenheim 11 Blind River 12 Bonfield 13 Bothwell 14 Bowmanville 15 Bracebridge 16 Brampton 17 Brockville 18 Bruce Mines 19 Cache Bay 20 Campbellford 21 Carleton Place 22 Chesley 23 Clinton 24 Cobalt 25 Cobourg 26 Collingwood 27 Copper Cliff 28 Cornwall 29 Deseronto 20 Dresden 21 Dundas 2 Dunnville 3 Durham	43 50 801 22 402 50 377 70 419 50 308 50 418 68 1,124 94 1,848 20 715 55 920 64 152 50 600 09 404 00 2,189 66 561 00 2,031 00 718 40 83 75 495 00 646 25 278 50 405 00 629 02 1,205 89 415 00 1,190 80 470 00 453 59 541 50 440 50 1,382 78	855 00 4,015 22 4,849 43 5,327 18 5,786 13 3,100 00 4,660 96 16,221 74 43,372 82 5,206 65 2,500 00 227 72 2,226 57 5,100 00 7,763 82 6,747 10 16,200 00 1,840 00 1,600 00 6,300 00 7,219 32 3,035 51 4,100 00 11,756 38 6,600 00 17,294 00 3,680 29 7,750 00 5,035 32 4,814 00 5,875 00 4,250 56 4,144 56	712 98 1,562 98 632 35 416 62 2,401 88 65 39 1,267 41 726 33 453 99 1,072 55 612 84 259 14 315 26 287 55 521 49 1,158 37 152 80 714 19 141 63 1,295 55 415 39 2,060 49 509 80 920 59 1,607 78 549 78 113 84 362 40 417 76 1,912 39	1,611 48 6,379 42 5,884 28 6,121 50 8,607 51 3,473 89 6,347 05 18,073 01 45,675 01 6,994 75 4,033 48 639 36 3,142 40 5,819 26 10,241 03 7,829 59 19,389 59 19,389 57 2,711 20 1,683 75 7,509 19 8,007 20 4,609 20 4,609 20 4,609 20 4,609 20 4,609 20 4,609 20 4,609 58 5,619 16 5,629 99 6,834 28 4,866 12 7,439 73

SCHOOLS—Continued

Statement.—Continued.

Expenditure.										
Teachers' Salaries.		Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.				
6 128,0 7 27,9 8 116,4 9 11,4 10 140,8 11 36,7 12 19,7 13 14,9 14 23,1 15 21,9 16 697,0 17 27 5	17 50 80 15 01 26 80 63 80 88 98 50 44 56 98 00 56 50 38 71 003 20 38 30 10 76	\$ c. 700 00 1,213 08 6,289 19 66,235 04 36,190 09 48,497 67 77 99 3,586 92 14,123 79 17,771 79 217,770 28 3,425 21	\$ c. 1,840 35 1,163 43 1,186 23 267 01 7,530 47 1,751 16 313 40 68 56 7,943 34 2,392 72 1,667 23 50 00 159 05 1,730 20 5,069 30 175 00 1,185 22	\$ c. 6,030 81 8,791 54 7,068 71 12,387 52 6,058 41 38,999 39 9,103 28 39,429 32 8,427 48 65,569 99 13,905 39 6,681 96 9,025 58 8,830 80 8,466 93 280,881 08 9,829 97 4,941 78	\$ c. 18,921 48 48,744 43 25,810 15 37,134 33 32,694 76 240,766 16 38,835 07 192,363 69 19,994 54 262,855 56 53,174 10 31,692 61 38,138 08 32,092 35 49,872 12 1,200,758 96 40,940 94 20,872 75	\$ c. 5,195 21 536 22 408 90 34.330 04 17.728 05 99 88 10,918 25 17 66 2,475 61 11,172 78 1.170 04 398.811 83				
1,390,8		415,881 05	34,492 67		2,385,662 08	482,864 47				
2 4 5 3 4 5 4 4 3 5 4 4 4 5 5 11 2 5 12 12 13 2 5 11 12 12 13 15 7 17 18 2 17 19 1 20 2 1 2 2 2 2 3 2 3 2 4 5 5 2 6 12 5 5 2 6 6 12 5 2 7 3 6 12 5 2 6 12 5 2 7 3 6 12 5 2 6 12 5 2 7 3 6 12 5 2 6 12 5 2 7 3 6 12 5 2 6 12 5 2 7 3 6 12 5 2 6 12 5 2 7 3 7 3 7 3 7 3 7 3 7 3 7 3 7 3 7 3 7	35 00 .06 00 .00 00 .03 00 .03 5 00 .03 4 56 .03 4 56 .04 9 60 .05 00 .06 2 12 .07 34 1 42 .07 36 2 12 .07 36	4,333 97	15 39 656 02 1,243 30 108 95 21 50 8 64 61 80 332 36 50 25 50 00 9 30 100 00 11 92 32 94 528 34 148 70 248 55	4,302 75 6,280 47 1,933 51 1,062 38 70 50 665 19 1,416 04 2,138 94 1,547 52 5,652 38 435 60 369 75 797 14 3,296 50 1,272 74 814 75 3,068 97 1,412 33 5,434 21 1,485 33 2,406 14 1,041 83 1,499 95 1,726 81	6,261 51 5,728 20 4,854 15 6,070 63 3,435 56 6,347 05 17,768 39 5,901 66 4,033 48 475 50 3,035 95 5,819 26 10,234 90 6,885 67 19,379 88 2,652 40 1,683 75 6,422 97 7,929 06 4,540 94 4,739 00 13,875 71 7,452 53 17,913 23 17,913 23 5,421 50 9,151 39 5,338 24 5,587 88 6,834 28	117 91 156 08 1,267 35 2,536 88 38 33 304 45 266 62 1,093 09 163 86 106 45 6 15 943 92 9 49 58 80 1,086 22 78 11 68 62 208 89 346 16 280 30 1 507 25 330 19 280 92 42 11				

THE PUBLIC
V.—Table E.—Financial

			v. 1abi	e E.—Financial
		Rec	ceipts.	
Towns.—Continued.	Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
34 Englehart. 35 Essex 36 Forest 37 Fort Frances 38 Galt. 39 Gananoque 40 Goderich 41 Gore Bay 42 Gravenhurst 43 Haileybury 44 Hanover 45 Harriston 46 Hawkesbury 47 Hespeler 48 Huntsville 49 Ingersoll 50 Kearney 51 Keewatin. 52 Kenora 53 Kincardine 54 Kingsville 55 Latehford 56 Leamington 57 Lindsay 58 Listowel 59 Little Current 60 Massey 61 Mattawa 62 Meaford 63 Midland 64 Milton 65 Mitchell 66 Mount Forest 67 Napanee 68 New Liskeard 69 Newmarket 70 Niagara 71 North Bay 72 North Toronto 73 Oakville 74 Orangeville 75 Orillia 76 Oshawa 77 Owen Sound 78 Palmerston 79 Paris 80 Parkhill 81 Parry Sound 82 Pembroke 83*Penetanguishene 84 Perth 85 Petrolea 86 Picton 87 Port Hope	\$ c. 1,079 00 220 00 256 50 941 34 1,366 04 575 50 669 00 1,011 14 447 00 772 00 787 65 266 00 71 87 471 72 1,526 54 660 88 206 25 975 16 986 00 406 75 481 61 392 00 330 50 1,576 50 367 76 598 36 490 19 311 00 441 50 702 50 770 20 376 00 313 75 543 00 1,618 36 452 50 186 00 2,700 00 588 50 283 00 479 00 1,850 49 1,383 34 563 00 1,91 00 2,383 20 536 50 444 75 396 25 665 50 563 82 709 00	\$ c. 925 00 3,645 10 2,900 00 3,250 00 26,654 44 7,712 98 6,652 85 2,570 50 5,166 38 33,862 36 5,031 40 2,867 77 1,926 44 5,675 00 5,443 03 9,478 16 1,167 90 12,899 15 17,700 00 4,774 64 4,389 26 1,137 81 4,540 00 13,416 51 4,563 00 2,800 00 4,108 38 1,297 70 5,070 40 12,143 50 3,149 70 3,819 00 3,571 50 5,700 00 7,000 00 2,100 00 0,715 70 14,200 00 4,300 00 6,053 38 28,000 00 9,740 00 19,876 24 4,216 66 30,295 66 2,060 00 10,769 82 8,831 38 7,655 00 8,500 00 9,500 00 7,931 15	\$ c. 6,050 85 749 75 288 53 447 79 1,260 85 400 51 6,334 47 197 25 148 75 1,218 48 603 63 499 15 586 93 1,153 83 872 65 13,874 37 225 23 1,134 70 262 85 615 87 4,780 45 31 37 641 91 102 11 342 39 461 78 360 48 1,504 84 703 29 728 33 251 58 171 77 998 29 728 33 251 58 171 77 998 29 103 29 113 44 8,602 43 12,773 85 629 53 12,079 30 1,424 09 113 44 8,602 43 7,575 30 5,336 31 272 58 4,374 25 22 63 4,494 97 4,144 41 100 11 226 63 7,154 23 18 25	\$ e. \$,054 85 4,614 85 3,445 03 4,639 13 29,281 33 8,688 99 13,656 32 3,778 89 5,762 13 35,852 84 6,422 68 3,632 92 2,585 24 7,300 55 7,842 22 24,013 41 1,599 38 14,919 01 18,686 00 5,444 24 5,486 74 6,310 26 4,901 87 15,634 92 5,032 87 3,740 75 5,060 35 1,969 18 7,016 74 13,549 29 4,648 23 7,443 43 14,915 00 14,877 50 6,007 09 6,645 82 37,443 43 18,194 30 27,063 04 5,872 58 35,232 91 2,273 63 17,647 99 9,367 88 12,244 66 6,246 36 9,392 13 17,218 05 8,658 40

^{*} Including Protestant Separate Schools.

SCHOOLS—Continued

Statement-Continued

		Expenditure.			
Teachers' Salaries.	Sites, and building school houses,	Libraries, maps, apparatus, prizes, and school books.	Rents and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.	Balances.
\$ c. 779 05 35 2,834 01 36 2,514 50 37 3,415 00 38 15,517 71 39 6,525 11 40 5,924 23 41 3,265 00 42 4,023 40 42 4,023 40 44 4,584 89 45 2,404 00 46 1,516 87 47 5,494 88 45 5,522 18 49 6,865 63 50 843 80 51 4,045 00 52 11,216 00 53 3,987 00 54 3,650 00 55 958 65 65 3,235 06 60 1,933 75 61 1,025 05 62 4,798 45 63 8,681 75 59 2,545 00 60 1,933 75 61 1,025 05 62 4,798 45 63 8,682 45 65 3,235 00 66 2,765 75 67 5,388 36 68 6,132 06 69 4,278 56 70 1,347 05 71 9,456 44 772 7,274 4,730 99 75 10,097 0 76 8,447 87 77 19,456 44 772 7,274 4,730 99 5,180 0 80 1,875 0 80 1,875 0 80 1,875 0 80 1,875 0 881 9,830 682 6,552 98 83 4,828 88 4 4,877 7 85 5,992 6,880 88 4,828 88 4 4,877 7 85 5,992 6,884 88 6,974 2 886 5,484 88 7 6,974 2	\$ c. 6,111 60 8,654 44 5,961 06 23,934 50 62 85 82 50 12,975 54 163 91 8,412 04 1,955 70 251 31 4,519 25 1,000 00 310 52 25 20 3 3,509 18 3 6 9,648 02 3 3,509 18 6 16 96 6 15,677 60 9 6,849 77 1 728 28 0 27,498 88 0 27,498 88 0 27,498 88 0 27,498 88 0 27,498 88 0 27,498 88 0 27,498 88 0 27,498 88 0 27,498 88 0 27,498 88 0 27,498 88 0 27,498 88 0 27,498 88 0 27,498 88 0 27,498 88	19 82 10 00 63 23 267 53 5 00 167 88 253 23 11 84 33 35 53 02 422 44 79 95 19 80 146 45 130 72 129 70 92 08 105 00 358 07 342 63 32 05 571 10 18 12 40 00 664 83 1,303 37 20 00 339 65 31 18 40 35 31 18 40 00 664 83 51 18 60 67 84 58 35 79 75 60 627 84 60 79 75 61 13 24 61 76 76 62 76 76 63 77 76 64 77 76 65 77 76 66 77 76 67 76 76 67 76 76	4,148 70 479 79 1,371 27 5,038 25 1,222 02 673 18 514 79 762 27 3,110 05 1,306 39 484 03 822 13 359 17 1,920 25 3,223 18 679 01 1,115 26 893 12 1,440 53 1,395 32 2,123 48 662 30 3,567 92 2,609 01 1,362 35 1,393 65 3,722 14 2,581 87 5,322 64 1,774 44 1,648 82 378 81 4 2,662 48 1,989 72 2,813 42 1,265 91 5 2,935 22 4,047 76	\$ c. 7,928 64 4,591 29 3,000 44,497 45 28,474 63 8,546 03 13,656 32 3,751 64 5,762 13 29,198 39 6,367 40 7,096 32 24,001 71 1,520 85 13,881 33 18,632 39 5,209 02 4,654 44 6,012 10 4,899 35 15,053 09 4,988 14 3,159 75 3,885 58 1,476 28 6,938 68 13,404 23 4,511 14 4,382 31 3,658 87 6,828 83 8,408 94 6,445 30 2,049 31 3,658 87 6,828 83 8,408 94 6,445 30 2,049 31 3,658 87 6,828 83 8,408 94 6,445 30 2,049 31 3,658 87 6,828 83 8,408 94 6,445 30 2,049 31 3,658 87 6,828 83 8,408 94 6,445 30 2,049 31 3,658 87 6,828 83 8,408 94 6,445 30 2,049 31 3,658 87 6,868 83 8,408 94 6,445 30 2,049 38 11,586 69 9,516 30 28,516 30 28,516 30 28,516 30 28,516 30 28,516 30 28,516 30 28,516 30 28,516 30 28,658 87 8,658 40	1,037 68 53 61 235 22 832 30 298 16 2 52 581 83 44 73 581 00 1,174 77 492 90 78 06 145 06 137 09 64 27 398 15 412 46 249 74 791 06 866 20 1.157 77 181 58 1.640 31 181 56 7.927 13 1.058 08 1.34 07 5,011 88

THE PUBLIC

V.—Table E.—Financial

		Re	ceipts.	
Towns.—Concluded.	Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
88 Powassan 89 Prescott 90 Preston 91 Rainy River 92 Renfrew 93 Ridgetown 94 Rockland 95 St. Mary's 96 Sandwich 97 Sarnia 98 Sault Ste. Marie 99 Seaforth 100 Simcoe 101 Smith's Falls 102 Southampton 103 Stayner 104 Steelton 105 Strathroy 106 Sturgeon Falls 107 Sudbury 108 Thessalon 109 Thornbury 110 Thorold 111 Tillsonburg 112 Trenton 113 Uxbridge 114 Vankleek Hill 115 Walkerton 116 Walkerville 117 Wallaceburg 118 Waterloo 119 Webbwood 120 Welland 121 Whitby 122 Wiarton 123 Wingham	422 00 495 35 517 18 1,637 00 300 00 34 00 494 75 111 50 1,417 50 1,343 00 313 50 523 56 1,122 25 1,327 32 913 54 326 50 491 00 509 00 368 00 856 88 359 30 218 00 448 89 458 50 250 00 176 50 399 80 426 50 1,046 02 703 13 391 52 608 40 608 40 325 00	\$ c. 7,170 42 4,461 21 6,700 00 4,258 40 5,671 87 3,880 00 1,94 55 5,655 80 1,800 00 2,667 60 5,587 67 9,790 02 5,127 51 3,000 00 7,342 00 4,900 00 1,211 00 6,859 48 4,100 00 2,165 95 3,700 00 5,554 96 6,094 12 3,300 00 2,182 55 4,138 99 8,200 00 6,026 00 18,595 09 2,207 00 23,080 28 4,400 00 5,211 20 3,868 26	\$ c. 610 52 111 05 803 67 164 09 925 42 360 72 71 98 163 79 119 71 981 53 813 81 2,541 16 678 75 198 03 1,235 27 3,578 97 109 72 223 87 80 85 896 13 572 45 92 20 2,863 59 96 12 926 27 1,498 06 600 81 59 66 4,650 29 272 39 33 66 726 16	\$ 0. 8,223 99 4,994 26 7,999 02 4,939 67 8,234 29 4,540 72 1,200 48 6,387 73 2,315 30 25,256 36 23,181 73 4,204 29 6,230 94 11,893 80 7,268 64 6,454 70 8,347 25 5,589 03 2,955 27 10,806 45 5,066 60 2,749 12 3,998 85 6,899 98 7,125 07 3,642 20 5,222 64 4,634 91 9,552 77 8,570 08 19,899 03 2,658 18 28,338 97 4,997 39 5,644 86 4,982 92
Totals	82,780 02	891,706 53	164,223 65	1,138,710 20
Totals. 1 Rural Schools 2 Cities 3 Towns 4 Villages	109,253 96	2,620,377 47 2,203,065 50 891,706 53 314,512 29	1,825,255 33 556,207 09 164,223 65 132,265 59	
5 Grand Totals, 1909	755,251 19 714,078 30	6,029,661 79 6,059,795 11	2,677,951 66 2,354,238 86	9,462,864 64 9,128,112 27
7 Increases 8 Decreases	41,172 89	30,133 32	323,712 80	334,752 37
9 Percentages	7.98	63.72	28.30	

Cost per pupil, enrolled attendance: Rural Schools, \$15.47; Cities, \$27.54;

SCHOOLS-Concluded

Statement.—Concluded.

			penditure.			
	Teachers' Salaries.	Sites, and building school houses.	Libraries, maps. apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123	\$ c. 2,142 46 3,562 44 5,767 25 3,400 00 4,925 65 3,058 99 850 00 4,353 40 1,400 00 4,673 95 8,696 88 4,027 00 3,031 12 4,142 70 4,490 50 1,838 00 4,175 00 2,072 25 3,140 82 4,298 34 4,569 99 2,987 50 2,169 16 3,551 95 5,880 00 6,323 02 7,966 53 1,650 00 4,701 24 3,642 15 4,373 34 3,247 16	3,616 00 445 75 2 00 1,787 31 108 20 8 08 272 39 50 00 148 80 8,517 30 14,403 60	\$ c. 146 08 13 85 201 56 411 77 9 83 104 70 19 60 48 40 291 85 1,319 85 1,319 85 1,319 85 1,319 85 265 93 135 00 265 93 135 00 268 93 27 85 4 74 452 77 28 40 161 05 29 86	\$ c. 615 52 1,403 46 1,373 96 1,033 45 2,818 86 1,138 86 1,138 87 979 38 1,289 06 3,061 92 2,224 92 891 80 1,790 45 868 39 587 84 853 86 1,646 18 1,364 70 636 81 823 94 867 48 3,041 31 1,102 36 3,304 18 973 62 1,750 42 1,355 24 1,171 94 1,735 76	\$ c. 7,778 c. 7,778 c. 7,778 75 4,979 75 7,982 90 4,885 08 8,234 29 4,302 54 1,063 11 25,256 36 22,465 72 3,970 38 6,230 94 11,893 80 6,251 23 3,784 54 7,421 31 5,518 79 2,838 00 6,003 73 4,537 67 2,749 12 3,994 68 6,214 34 6,255 00 3,624 31 3,050 95 4,572 97 8,921 31 7,878 15 19,788 01 2,652 02 21,016 36 4,997 39 5,575 14 4,982 92 1,063,273 93	\$ e. 445 29 14 51 16 12 54 59 238 18 137 37 507 99 716 01 233 91 1,017 41 2,670 16 925 94 70 24 117 27 4,802 72 528 93 4 17 685 64 870 07 17 89 2,171 69 2,171 69 61 94 631 46 691 93 111 02 6 16 7,322 61 69 72
1 2 3 4	2,324,506 80 1,390,858 42 622,686 99 262,600 10	428,083 53 415,881 05 206,695 90 53,011 26	53,701 63 34,492 67 17,606 34 11,442 95	651,658 91 544,429 94 216,284 70 87,297 90	2,385,662 08 1,063,273 93 414,352 21	482,861 45 75,486 25 74,883 26
5 6	4,600,652 31 4,320,268 01	1,103,671 74 1,229,724 43	117,243 59 119,318 38	1,499,671 45 1,512,923 42	7,182,234 24	2,141,625 5) 1,945,878 03
7 8	280,384 30	126,052 69	2,074 79	13,251 97	139,004 85	195.747 52
9	62.84	15.07	1.60	20.48		

Towns, \$16.64; Villages, \$15.18; Province, \$18.24.

ROMAN CATHOLIC

1.—Table F.—Financial

	f				1, 14010 1	. Pinanciai
			Rec	eipts.		Ex-
Rural Schools.		Legislative grants.	Municipal grants and assessments.	Balances, subscribed and other sources,	Total amount received.	Teachers' salaries.
1 Bruce 2 Carleton 3 Essex 4 Frontenac 5 Grey 6 Hastings 7 Huron 8 Kent 9 Lambton 10 Lanark 11 Leeds and Grenville 12 Lennox and Addington 13 Middlesex 14 Norfolk 15 Northumberland & Durham 16 Ontario 17 Peel 18 Perth 19 Peterborough 20 Prescott and Russell 21 Renfrew 22 Simcoe 23 Stormont, Dundas and Glengarry 24 Victoria 25 Waterloo 26 Wellington 27 Districts	9 188 277 111 77 7 9 8 8 1 1 3 3 4 4 2 2 5 5 1 1 1 1 2 2 2 7 7 6 6 40	\$ c. 1,187 12 764 50 2,381 46 1,326 50 269 54 487 00 733 05 862 78 79 00 235 00 198 00 264 80 302 00 122 00 388 66 170 00 685 04 24 00 3,445 89 1,203 14 246 00 915 80 272 00 915 80 272 00 685 04 6,837 00	8,422 76 14,556 50 3,879 75 3,237 23 2,470 12	3,447 83 2,084 25 5,448 96 1,269 75 1,235 54 1,059 19 1,410 67 1,470 74	\$ c. 11,483 13 11,271 51 22,386 92 6,476 00 4,742 31 4,016 31 7,271 30 6,444 80 945 15 1,276 56 1,177 21 1,077 79 3,154 66 1,873 39 5,245 08 1,403 39 5,245 08 1,403 36 662 01 6,567 20 721 49 68,576 29 6,461 00 1,825 83 10,239 99 1,355 59 10,347 21 3,890 63 26,693 25	6,922 59 13,375 90 3,648 89 2,536 29 2,237 39 4,311 14
Totals	284	24,484 74	132,458 26	70,642 97	227,585 97	114,826 33
Cities.						April 100 married to the second
1 Belleville 2 Brantford 3 Chatham 4 Fort William 5 Guelph 6 Hamilton 7 Kingston 8 London 9 Niagara Falls 10 Ottawa 11 Peterborough 12 Port Arthur 13 St. Catharines 14 St. Thomas 15 Stratford 16 Toronto 17 Windsor 18 Woodstock	1 2 1 3 9 3 7 1 29 3 1 1 3 1 29 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	216 50 281 00 225 00 511 00 341 62 1.433 50 535 00 828 00 104 50 669 50 384 00 338 00 195 50 321 00 5,049 35 694 50 107 50	2,574 44 3,807 56 3,987 63 6,305 31 5,655 49 20,473 51 7,740 82 13,467 91 1,447 10 103,002 05 8,758 00 9,000 00 3,881 89 2,643 16 3,641 36 76,297 00 9,622 50 861 30	884 94 1,152 49 1,542 20 3,503 65 173 18 4,953 50 4,230 10 1,064 87 1,049 75 158,333 20 686 26 2,636 50 787 68 606 36 690 39 8,373 56	3,675 88 5,241 05 5,754 83 10,319 96 6,170 29 26,860 51 12,505 92 15,360 78 2,601 35 266,770 75 10,113 76 12,020 50 5,007 57 3,445 02 4,652 75 89,719 91 10,317 00 1,236 65	$\begin{array}{c} 1,375\ 00 \\ 1,200\ 00 \\ 1,600\ 00 \\ 3,372\ 40 \\ 2,530\ 00 \\ 7,365\ 50 \\ 4,939\ 55 \\ 5,067\ 00 \\ 900\ 00 \\ 127,605\ 34 \\ 6,209\ 85 \\ 3,408\ 00 \\ 2,330\ 00 \\ 1,162\ 50 \\ 2,150\ 00 \\ 27,684\ 84 \\ 4,625\ 00 \\ 847\ 50 \end{array}$
Totals	91	17,670 97,	283,167 03	190,936 48	491,774 48	204,372 48

SEPARATE SCHOOLS

Statement, Teachers, etc.

penditure.	· -					T	eache:	rs.	
Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	All other purposes.	Total amount expended.	Balances,	Number of Teachers.	Male.	Female.	Average salary, male.	Average salary, female.
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	\$ c. 230 76 393 60 359 42 238 38 13 85 191 91 207 82 123 16 2 00 41 20 31 60 84 96 53 98 26 31 489 30 106 90 49 25 45 64	\$ c. 1,741 44 1,651 13 3,803 03 1,299 23 872 31 601 72 1,154 21 694 14 108 05 106 63 103 27 80 57 612 39 215 35 278 85 347 01 44 72 1,754 48 82 87 6,150 79 508 12 351 81	\$ c. 8,711 50 10,377 26 19,144 51 5,452 87 4,043 35 3,336 75 6,382 03 4,743 35 416 69 1,196 20 1,078 97 1,556 66 4,837 00 1,097 91 660 97 5,680 42 618 17 53,186 89 4,633 33 1,643 57	182 2	24 34 111 6 77 116 6 77 116 116 117 118 118 118 118 118 118 118 118 118	2 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	993	500 450 450 600 7 500 1 437 400 3 540	400 432 320 322 292 267
23 764 62 24 12 90 25 1,089 19 26 454 15 27 5,743 55	173 31 32 00 91 31 37 25 616 11	$704 43 \\ 63 35 \\ 1,417 08 \\ 413 82 \\ 4,715 07$	7,429 88 1,208 25 6,888 78 3,255 22 22,814 69	$\begin{array}{c} 147 & 3 \\ 3,458 & 4 \\ 635 & 4 \end{array}$	4 3 1 1	7 2 2	. 1	2	550 300 38 313
33,573 34	5,808 64	29,875 87	184,084 18	43,501 7	9 38	53 2	4 32	9 430	3 12
1	3,253 48 100 00 61 00 70 83 0 20 00 94 49 0 1,978 69 4 345 2	861 04 1 ,069 24 2 ,008 29 8 4,806 88 0 4,303 46 5 2,729 28 614 57 0 3,249 64 0 8,040 09 8 2,344 83 0 1,322 83 9 1,213 62 9 29,605 23 7 3,140 44 328 56	3,930 77 3,450 38 9,050 78 6,125 16 21,476 86 11,175 06 14,525 27 1,729 5 245,435 0 10,113 7 11,806 1 11,806 1 11,806 1 11,453 9 4,445 6 3,159 7 24,453 9 8,956 3 1,176 0	7 1,310 2 2,304 4 1,269 4 5, 5,383 6 9 1,330 6 1,330 6 1,330 6 8 871 7 2 21,335 6 8 214 6 8 261 6 8 285 4 1 198 1 1 ,360 6 0 60	144 19 666 83 57 78 1 1 61 65	19 7 9 5 7 10 16 2	1 28 1	6	200 207 4 88 800 200 0 91 247 80 927 0 81 250 250 250 309 412
81,512 49	8,962 0	5 159,004 9	7 453,851 9	1	i				

ROMAN CATHOLIC

I.—Table F.—Financial

					1. Table F.	-r manerar
	ls.		Rece	eipts.		Ex-
Towns.	Number of Schools.	Legislative Grants.	Municipal grants and assessments.	Balances, subscribed and other sources.	Total amount received.	Teachers' Salaries.
1 Alexandria 2 Almonte 3 Amherstburg 4 Arnprior 5 Barrie 6 Berlin 7 Blind River 8 Bonfield 9 Brockville 10 Cache Bay 11 Cobalt 12 Cobourg 13 Collingwood 14 Cornwall 15 Dundas 16 Fort Frances 17 Galt 18 Goderich 19 Hawkesbury 20 Ingersoll 21 Keewatin 22 Kenora 23 Latchford 24 Lindsay 25 Massey 26 Mattawa 27 Mount Forest 28 Newmarket 29 North Bay 30 Oakville 31 Orillia 32 Oshawa 33 Owen Sound 34 Paris 35 Parkhill 36 Pembroke 37 Perth 38 Picton 39 Prescott 40 Preston 41 Rainy River 42 Renfrew 43 Rockland 44 St. Mary's 45 Sandwich 46 Sarnia 47 Sault Ste. Marie 48 Seaforth 49 Steelton 50 Sturgeon Falls	21 13 22 11 11 11 12 11 11 11 11 11 11 11 11	\$ c. 284 50 123 00 421 45 282 00 135 75 428 25 428 25 415 00 337 75 317 00 351 75 195 00 191 75 110 00 63 25 82 75 873 25 77 50 61 50 110 00 318 00 309 00 67 00 506 12 63 50 31 00 426 00 58 00 173 50 68 50 110 75 69 50 110 75 69 50 23 00 83 30 00 182 25 54 50 117 50 83 50 44 00 197 50 227 75 62 75 157 00 243 50 268 00 54 00 154 00 275 00	\$ c. 3,653 20 880 84 2,626 30 3,607 38 2,224 30 5,978 75 2,720 00 1,242 54 3,331 78 995 00 2,165 72 1,150 00 1,500 00 4,700 00 4,700 00 928 09 949 87 906 57 578 14 3,700 02 926 85 780 00 2,900 00 474 70 2,902 97 1,238 70 3,844 06 611 93 437 50 6,378 15 450 00 2,908 36 6378 15 450 00 2,008 36 526 75 1,513 97 662 43 404 00 2,008 36 526 75 1,513 97 662 43 404 00 3,813 43 1,195 00 1,650 72 809 00 952 97 2,140 78 4,589 59 4,041 29 2,474 05 3,991 04 684 13 2,900 00 4,514 49	\$ e. 1,576 91 469 65 2,777 70 1,139 69 945 82 950 01 1,484 50 883 39 297 65 230 61 11,559 87 138 15 21 68 3,348 50 518 09 647 03 377 01 168 94 1,539 08 99 53 181 35 810 15 25 55 7,130 82 690 11 895 50 330 01 134 49 292 07 154 64 1,296 19 1,296 49 1,115 30 329 88 1,016 61 6,916 66 555 52 19 73 1,006 41 58 25 530 46 968 27 709 24 2,036 45 1,573 71	\$ c. 5,514 61 1,473 49 5,825 45 5,029 07 3,305 87 7,357 01 4,619 50 2,463 68 3,946 43 1,577 36 13,920 59 1,479 90 1,631 68 8,582 00 1,446 18 1,696 90 1,346 83 829 83 6,112 35 1,103 88 1,022 85 3,820 15 1,103 88 1,022 85 3,820 15 1,0342 79 1,995 81 5,245 68 1,005 44 602 99 7,096 22 662 64 3,478 05 598 25 2,918 16 1,303 41 510 99 5,261 73 1,653 71 8,694 88 1,016 70 3,344 69 4,875 59 1,090 17 2,166 56 3,426 79 6,295 49 891 78 5,274 81 6,363 20	\$ c. 1,884 50 967 50 1,237 25 2,850 00 948 75 3,729 00 1,492 50 1,120 00 2,411 25 822 31 1,285 00 1,083 75 995 00 5,150 56 633 75 600 00 400 00 2,880 00 597 50 535 00 1,363 50 400 00 2,880 00 597 50 535 00 1,363 50 400 00 2,800 00 870 00 1,530 51 500 00 350 00 3,951 50 405 00 900 00 405 00 900 00 1,070 00 405 00 1,070 00 407 00 1,401 44 666 45 585 00 1,511 50 2,780 00 1,511 50 2,780 00 1,511 50 2,780 00 1,382 50 1,765 00 723 60 2,090 00 2,440 00

SEPARATE SCHOOLS-Continued

Statement, Teachers, etc.—Continued.

penditure.						T	eache	rs.	
Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	All other purposes.	Total amount expended.	Balances.	Number of Teachers.	Male.	Female.	Average salary, male.	Average salary, female.
2 163 08 3 89 37. 4 506 39 5 321 23 6 2,088 26 7 961 50 8 182 87 9 10 215 61 11 11,299 36 12 13 14 123 80 15 21 00 16 816 00 17 182 47 18 19 1,514 56 20 21 249 15 22 301 30 23 24 6,917 94 25 344 06 26 1,400 19 27 28 29 2,024 28 30 179 89 31 32 29 2,024 28 30 179 89 31 32 33 343 26 34 35 36 646 87 37 158 54 38 39 4,964 00 40 293 75	\$ c. 228 92 318 75 44 62 9 75 66 78 295 97 24 88 15 00 8 22 77 05 282 51 29 64 36 75 92 61 4 25 80 55 9 00 62 97 90 93 13 50 100 00 31 88 444 14 7 20 24 25 14 47 359 75 170 00 10 00 354 49 42 66 186 18	$\begin{array}{c} 75 & 71 \\ 518 & 14 \\ 371 & 88 \\ 1,073 & 72 \\ 34 & 85 \\ 782 & 50 \end{array}$	4,875 58 800 7 1,738 36 2,061 73 3,830 96 825 06 2,915 16	63 6 1,663 9 1,186 9 1,186 9 1,186 9 1,130 9 1,130 9 1,130 9 1,1641	37774 100 638 110 638 11778 138 148 166 155 157 168 168 1778 189 189 189 189 188 188 188 18	1 1 2 2 1 1 1 1 2 2 1 1 1 1 4 4 1 1 1 4 4 1 1 1 4 4 1 1 1 4 4 1 1 1 4 1		\$ 525 800 5 50 800 5 800 6 800	600 400 250 2250 2260 287 500 269 400 1 333 47, 250 400 423 200 6 41, 200 6 41, 200 400 293 300 400 293 300 400 400 400 5 225 5 225 5 225 6 400 6 400 6 400 6 400 6 400 7 40

ROMAN CATHOLIC

I.—Table F.—Financial

_			Roos	eipts.		77
	S.		-	Ex-		
Towns.—Continued.	Number of Schools	Legislative Grants.	Municipal grants and assessments.	Balances, subscribed and other sources,	Total amount received,	Teachers' Salaries,
51 Sudbury 52 Thorold 53 Trenton 54 Vankleek Hill 55 Walkerton 56 Walkerville 57 Wallaceburg 58 Waterloo 59 Whitby	2 1 1 1 1 1 1 1 1 1 1 1 1	\$ c. 271 00 95 37 113 50 140 00 134 50 84 50 199 99 144 75 46 50	\$ c. 3,608 50 885 00 1,214 25 1,244 60 1,125 12 668 94 1,754 64 2,065 70 261 14	324 08 34 03 299 76 546 55 636 92 539 53 2,134 20 63 04	\$ c. 4,203 58 1,014 40 1,627 51 1,931 15 1,896 54 1,292 97 4,088 83 2,273 49 473 75	\$ c 2,236 67 650 00 500 00 1,000 00 840 50 897 50 1,063 75 842 75 382 50
Totals	75	11,413 18	114,562 81	67,021 77	192,997 76	77,458 04
Totals.						
1 Rural Schools 2 Cities 3 Towns 4 Villages	284 91 75 17	24,484 74 17,670 97 11,413 18 1,775 55	132,458 26 283,167 03 114,562 81 14,521 67		227,585 97 491,774 48 192,997 76 23,245 50	114,826 33 204,372 48 77,458 04 11,233 00
5 Grand Totals, 1909 6 Grand Totals, 1908	467 465	55,344 44 56,347 85	544,709 77 521,436 71		935,603 71 844,068 28	407,889 85 323,303 01
7 Increases	2	1,003 41	23,273 06	69,265 78	91,535 43	84,586 84
9 Percentages		5.91	58.22	35.86		49.73

Cost per pupil, enrolled attendance: Rural Schools, \$11.61; Cities, \$19.55;

SEPARATE SCHOOLS—Continued

Statement, Teachers, etc.—Concluded.

pen	diture.						Te	eacher	S.	
	Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	All other purposes.	Total amount expended.	Balances.	Number of Teachers.	Male.	Female.	Average salary, male.	Average salary, female.
51 52 53 54 55 56 57 58 59	\$ c. 1,098 86 14 42 404 81 320 97	\$ c. 289 55 	\$ c. 578 50 326 56 663 08 250 00 959 61 368 46 385 95 992 52 85 25	\$ c. 4,203 58 990 98 1,196 08 1,269 36 1,800 11 1,276 47 1,911 30 2,210 35 473 75	\$ c. 23 42 431 43 661 79 96 43 16 50 2,177 53 63 14	8 3 4 5 4 2 4		8 3 4 5 4 2 4 4 4 1	\$	\$ 362 216 250 200 200 425 250 200 360
1 2 3 4	43,170 13 33,573 34 81,512 49 43,170 13 3,061 33	4,035 39		184,084 18 453,851 97 163,642 88 18,604 97	43,501 79 37,922 51	353 433 266 3 37	7 24 56 7	329 377 259 37	436 526 675	342 279 294 293
5 6	161,317 29 190,029 28		231,593 71 228,247 39	820,184 00 761,592 02	115,419 71 82,476 20	1,065	75	1,002	513 482	304
7 8	28,711 99	629 19	3,346 32	58,591 98	32,943 45	24			31	15
9	19.66	2.36	28.23				7.98	92.01	a a a a a a a	

Towns, \$11.50; Villages, \$10.62; Province, \$14.90.

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

			11	Table (d.—At	tenda	nce, P	upils	in the
		İ			age e.				Read-
Rural Schools.	Number of Pupils.	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	First Reader, Part I. or Primer	First Reader, Part II. or 1st Book.	Second Book.	Third Book,
1 Bruce 2 Carleton 3 Essex 4 Frontenac 5 Grey 6 Hastings 7 Huron 8 Kent 9 Lambton 10 Lanark 11 Leeds and Grenville 12 Lennox and Addington 13 Middlesex 14 Norfolk 15 Northumberland and Durham 16 Ontario 17 Peel 18 Perth 19 Peterborough 20 Prescott and Russell 21 Renfrew 22 Simcoe 23 Stormont, Dundas and Glengarry 24 Victoria 25 Waterloo 26 Wellington 27 Districts	745 1,096 1,964 354 254 406 437 411 102 62 64 1175 58 24 341 35 5,161 5,75 223 840 93 486 1,702	1,041 1,041 1,041 1,23 1,14 2,25 2,0 4,7 3,2 2,9 6 3,0 9,6 2,8 1,9 1,9 5 2,5,76 2,83 1,10 4,0 4,0 4,0 4,0 4,0 4,0 4,0 4,0 4,0 4,	561 923 178 131 112 202 212 215 55 30 35 62 44 79 30 15 146 12 2,585 292 113 433 46 217 90 838	536 608 1,134 204 105 247 257 18 51 27 34 75 46 96 32 12 222 23 2,944 282 117 462 56 294 98 811	49 52 55 60 60 50 47	1211 3922 6844 690 600 599 777 173 100 277 122 8 8 166 184 44 44 44 44 44 44 44 44 44 44 44 44 4	97 66 148 15 60 17 317	183 207 354 52 55 51 174 74 12 21 13 10 17 9 37 11 15 70 6 6 1,013 106 31 132 18 114 39 314	202 169 305 79 42 44 69 64 2 2 23 10 15 23 12 41 10 6 7 7 731 71 30 91 11 97 31
Totals	15,849	8,046	7,803	8,920		5,488	2,686	3,028	2,443
1 Belleville 2 Brantford 3 Chatham 4 Fort William 5 Guelph 6 Hamilton 7 Kingston 8 London 9 Niagara Falls 10 Ottawa 11 Peterborough 12 Port Arthur 13 St. Catharines 14 St. Thomas 15 Stratford 16 Toronto 17 Windsor 18 Woodstock	316 369 311 449 435 1,685 800 758 184 8,224 822 311 382 217 354 6,474 1,005 119	144 176 145 237 221 835 449 368 106 4,200 434 156 199 108 214 3,491 505 59	172 193 166 212 214 850 351 390 78 4,024 388 155 183 109 140 2,983 500 60	203 268 215 *234 335 1,276 512 575 124 4,955 589 230 278 197 265 4,026 697 85	72 73 73 90 75 62 69 71	177 62 89 31 83 1,517 275 24	247	117 81 83 32 39 ,450 140 20	167 77 79 75 90 1,351 192 27
TOTALS	25,215	12,047	11,168	15,064	65 8	,993	3,699,4	,432 4	,590

SEPARATE SCHOOLS—Continued various Branches of Instruction, etc.

ing.										
	Fourth Book.	Beyond 4th Book.	Art,	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27	133 106 250 104 55 46 126 55 11 18 17 22 40 25 43 17 5 106 7 346 114 31 99 25 89 59 61	11 7 11 7 6 3 15 10 5 1 1 2 3 4 3 15 41 17 15 3 4 4 5 4 4 5 4 4 4 4 4 4 4 4 4 4 4 4 4	660 629 1,522 208 229 205 406 202 41 78 59 64 118 74 142 46 24 332 35 3,210 200 223 329 93 474 178 626	618 688 1,131 211 166 154 284 188 30 80 40 51 107 46 127 42 19 290 27 2,913 222 147 364 57 367 128 665	645 411 808 102 159 76 309 241 41 78 	647 455 948 227 199 119 302 252 30 94 33 54 91 56 124 42 24 316 14 2,165 307 143 293 93 384 147 317	693 735 1,066 223 195 155 305 220 30 82 42 54 115 74 121 42 19 315 20 2,986 302 147 428 93 384 148 480	304 532 737 203 148 95 260 161 30 44 31 36 80 37 86 21 14 254 14 2,258 241 64 307 37 210 100 452	251 188 341 138 69 63 164 173 16 35 20 39 54 37 102 21 14 168 7 467 183 190 35 91 82 48	476 579 626 176 95 111 217 198 44 28 39 66 37 102 21 42 7 1,643 214 643 214 65 37 1,00
	2,010	194	10,407	9,162	6,332	7,876	9,474	6,756	3,024	3,084
1 2 3 4 5 6 7 8 9 10 11 11 12 13 14 15 16 17 18	87 71 53 56 97 185 129 142 36 1,144 243 48 106 53 93 995 151	378	316 369 311 449 435 1,685 800 758 184 7,841 310 217 354 6,275 1,005	257 369 311 190 435 1,685 448 758 184 7,426 672 248 310 217 321 6,184 1,005	316 	316 369 311 130 435 1,685 448 758 184 6,258 755 311 382 217 321 5,576 1,005	257 369 311 190 435 1,685 448 758 184 6,780 755 248 310 217 321 6,474 1,005	190 188 1,328 269 64 5,239 432 125 185 128 266 3,026 343 57	163 168 188 716 129 142 54 1,301 337 126 128 222 2,250 151 151	200 412 6) 5,708 414 126 186 128 201 4,240 344 57
	3,719	782	22,561	21,139	20,219	19,580	20,866	12,544	6,490	14,156

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

			1 abie	G.—AU	епиапсе	, rupii	s in the
Rural Schools.—Continued.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Bookkeeping.	Arithmetic and Mensuration,	Algebra,	Geometry.
1 Bruce 2 Carleton 3 Essex 4 Frontenac 5 Grey 6 Hastings 7 Huron 8 Kent 9 Lambton 10 Lanark 11 Leeds and Grenville 12 Lennox and Addington 13 Middlesex 14 Norfolk 15 Northumberland and Durham 16 Ontario 17 Peel 18 Perth 19 Peterborough 20 Prescott and Russell 21 Renfrew 22 Simcoe 23 Stormont, Dundas and Glengarry 24 Victoria 25 Waterloo 26 Wellington 27 Districts	610 469 784 156 140 152 249 142 30 61 25 64 84 37 81 21 24 263 14 1,765 178 64 209 330 110 283	682 721 1,325 242 171 217 379 296 30 100 42 64 118 46 141 52 24 332 27 1,945 287 223 403 395 123 210	567 506 1,079 117 169 76 406 165 41 45 11 20 76 74 122 56 24 174 1,503 212 223 30 28 422 222	9 18 8 6 2 3 15 3 5 1 1 1 2 6 156 14 18 3 4 14	101 125 257 6 8 12 74 71 5 1 1 7 14 6 479 35 15 148 12 75 5 29	111 66 88 66 55 315 85 51 11 22 66 	10 6 6 8 8 6 2 1 15 6 5 1 1 1 2 6 6 15 3 15
Totals	6,424	8,668	6,368	306	1,535	184	172
Cities. 1 Belleville 2 Brantford 3 Chatham 4 Fort William 5 Guelph 6 Hamilton 7 Kingston 8 London 9 Niagara Falls 10 Ottawa 11 Peterborough 12 Port Arthur 13 St. Catharines 14 St. Thomas 15 Stratford 16 Toronto 17 Windsor 18 Woodstock	316 369 311 449 435 1,532 269 758 64 6,901 243 311 185 217 261 5,674 1,005 57	316 369 311 449 435 1,575 800 758 184 7,455 822 311 382 217 354 5,940 1,005 119	316 369 311 449 435 1,685 800 758 184 6,675 784 311 382 217 2,250 1,005 119	279	168 130 110 1,248 325 258	1,248	258
Totals	19,357	21,802	17,050	594	2,239	1,506	406

SEPARATE SCHOOLS—Continued

various Branches of Instruction, etc.—Continued.

	1	a	å	ts.		~-		Maps an Prizes.	Day.
Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.	Number of Maps.	String Prizes. Number of Trees. planted on Arbor Day.
1 2 3 4 5 6	699 1,409 1	352	57 33	7	96	429 45	283 29	99 134 250 71 69	1 24 5 38 14 78 4 4 4 4
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	275		$\begin{array}{c} 1\\14\\7\\ \end{array}$	5	50 30	66		39 94 86 13 18	6 4 1
12	1			2			14	18 . 50 15 48 12 .	2 2 2 1 2 3
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	4,875 46 186			10 60 15	342 24	1,012	85	80 9 412 101 25	4 1 10 40 144 6 16
23 15 24 3 25	3 1,372	327	2		269	29	_	90 13 95 28 134	3 1 60 4 50 1 1 8 19 8
41	9,286	679	402	161	888	1,760	552	2,035	126 528
1 2 3			71			311	89	201 231 61 9	1
5	26	16	1 306			3 2,786		. 85 . 23 . 75 . 6	9
10 50 11	206							. 27 10 28 . 15 18	
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	344				· · · · · · · · · · · · · · · · · · ·		7 968	178 23 16 991	20 2

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

. <u></u>					A. 21.	———	1100, 1	upiis	in the
					age e.]	Read-
Towns.	Number of Pupils.	Boys.	Girls,	Average daily attendance.	Percentage of average to total attendance.	First Reader, Part I. or Primer.	First Reader, Part II. or 1st Book.	Second Book.	Third Book.
1 Alexandria 2 Almonte 3 Amherstburg 4 Arnprior 5 Barrie 6 Berlin 7 Blind River 8 Bonfield 9 Brockville 10 Cache Bay 11 Cobalt 12 Cobourg 13 Collingwood 14 Cornwall 15 Dundas 16 Fort Frances 17 Galt 18 Goderich 19 Hawkesbury 20 Ingersoll 21 Keewatin 22 Kenora 23 Latchford 24 Lindsay 25 Massey 26 Mattawa 27 Mount Forest 28 Newmarket 29 North Bay 30 Oakville 31 Orillia 32 Oshawa 33 Owen Sound 34 Paris 35 Parkhill 36 Pembroke 37 Perth 38 Picton 39 Prescott 40 Preston 41 Rainy River 42 Renfrew 43 Rockland 44 St. Mary's 45 Sandwich 46 Sarnia 47 Sault Ste. Marie 48 Seaforth 49 Steelton 50 Sturgeon Falls 51 Sudbury	555 127 380 398 132 603 302 140 354 194 106 979 130 62 90 72 1,019 78 55 233 44 306 140 240 84 61 46 206 88 149 70 46 481 237 47 164 110 98 331 171 68 219 271 271 271 271 271 271 271 271 271 271	276 74 154 215 79 325 145 70 174 72 231 495 78 40 47 40 518 45 33 105 25 155 72 116 39 34 278 17 111 51 76 63 43 180 26 63 43 180 373 28 113 129 127 132 232 240	279 53 226 183 53 278 157 70 180 58 203 104 55 484 52 22 128 19 151 68 124 45 27 262 29 95 37 73 42 19 235 117 211 88 47 55 151 1398 40 106 142 155 51 115 286 218	322 80 256 285 93 423 198 75 263 69 257 7127 75 635 75 33 34 64 63 61 72 27 133 24 223 68 40 40 40 40 41 41 41 41 41 41 41 41 41 41 41 41 41	58 63 67 70 70 65 53 74 53 59 65 71 65 58 57 70 70 70 70 70 70 70 70 70 7	214 33 115 20 125 137 68 85 67 264 43 25 258 40 19 19 19 16 17 68 58 14 19 17 138 14 14 15 15 16 17 13 13 14 15 16 16 17 16 16 17 18 18 19 19 10 10 10 10 10 10 10 10 10 10	61 166 43 65 11 75 58 25 37 26 69 34 21 179 12 14 16 8 281 8 5 62 6 41 29 34 6 103 5 21 8 20 8 20 20 8 20 20 8 20 8 20 20 8 20 8 20 20 20 20 20 20 20 20 20 20	104 299 67 61 34 126 54 21 77 23 52 31 16 202 27 8 18 11 263 16 24 41 41 41 41 41 41 41 41 41 41 41 41 41	115 20 62 89 30 153 20 15 79 7 40 34 27 199 27 11 17 14 130 22 11 17 55 13 48 22 6 84 14 47 24 31 15 17 8 18 18 18 18 18 18 18 18 18 18 18 18 1

SEPARATE SCHOOLS—Continued

various Branches of Instruction, etc.—Continued.

ing.		1			1	,				
	Fourth Book.	Beyond 4th Book.	Art.	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51	211111111111111111111111111111111111111	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	555 127 380	14 19 5 9	240 84 61 540 46 206 88 108 10 10 14 14 12 13 17 16 16 16 18 19 10 11 11 11 11 11 11 11 11 11 11 11 11	53 134 60 61 299 43 182 88 101 70 35 481 237 36 41 16 61 11 61 61 11 61 61 61 6	61 540 38 182 88 149 70 39 481 7 237 47 164 169 88 63 64 65 68 68 68 68 68 7 7 7 88 19 19 19 19 19 19 19 19 19 19	106 56 60 48 29 148 105 26 86 66 86 119 27 14 117 66 44 99 17	87 12 106 16 81 81 48 29 143 63 113 73 113 137 141 44 47 145 145 145 145 145 145 145 145 145 145	131 16 45 42 61 299 26 106 40 81 48 29 23 4 10 ⁴ 23 3 6 10 ⁴ 23 3 6 10 ⁴ 23 3 6 10 ⁴ 23 3 6 10 ⁴ 23 3 6 10 ⁴ 29 10 ⁴ 20 10 ⁴ 20 20 20 20 20 20 20 20 20 20 20 20 20

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Towns—Continued.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Bookkeeping.	Arithmetic and Mensuration.	Algebra.	Geometry.
1 Alexandria 2 Almoute 3 Amnerstburg 4 Arnprior 5 Barrie 6 Berlin 7 Blind River 8 Bonfield 9 Brockville 10 Cache Bay 11 Cobalt 12 Cobourg 13 Collingwood 14 Cornwall 15 Dundas 16 Fort Frances 17 Galt 18 Goderich 19 Hawkesbury 20 Ingersoll 21 Keewatin 22 Keenora 23 Latchford 24 Lindsay 25 Massey 26 Mattawa 27 Mount Forest 28 Newmarket 29 North Bay 30 Oakville 31 Orillia 32 Oshawa 33 Owen Sound 34 Paris 35 Parkhill 36 Pembroke 37 Perth 38 Picton 39 Prescott 40 Preston 41 Rainy River 42 Renfrew 43 Rockland 44 St. Mary's 45 Sandwich 45 Sarnia 47 Sault Ste. Marie 48 Seaforth 49 Steelton 50 Sturgeon Falls 51 Sudbury	280 36 380 263 132 603 302 26 232 7 99 194 60 979 78 29 27 49 470 56 11 185 44 76 53 45 42 61 171 26 206 207 40 40 40 40 40 40 40 40 40 40	555 49 380 263 132 603 302 26 354 14 434 194 81 979 130 62 45 57 1,019 78 182 44 306 53 240 84 61 540 38 206 88 149 97 164 69 98 331 673 30 219 271 282 65 94 179 458	90 533 219 271 282 65 41		10 . 71 .	3	

SEPARATE SCHOOLS-Continued

various Branches of Instruction, etc.—Continued.

			å	ets.				Maps Priz	and k
Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.	Number of Maps.	No. of Schools supering prizes. Number of trees planted on Arbor Day.
1	194		49 198	30		291		6 10 20 13	
4 5 6	270 134	603	190	1		63	61	1.0 29 11 16	1 1
8	128 354		14					22 14 13 11	1
13 14 15 16	288							30 8 8 5	3
17 18 19 20 21	1,019		23					12 28 10 6 24	2 2
22 23 24 25	233 41 119			6				4 10 3 23	1
26 27 28 29	196		2				299	12 9 20 4	2
30								15 11 5 8	1
35 36 37 38	65							26 9 9	1
39	95						98	10 5 17 19 8	1 2 2
44	197							11 16	2
48	429				40			. 10	10

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

	1						_		
	só.				average dance.				Read-
Towns.—Continued.	Number of Pupils	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	First Reader, Part I. or Primer	First Reader, Part II. or 1st Book.	Second Book.	Third Book.
52 Thorold 53 Trenton 54 Vankleek Hill 55 Walkerton 56 Walkerville 57 Wallaceburg 58 Waterloo 59 Whitby	127 176 230 167 98 237 174 37	91 103 83 47 121 80	85 127 84 51 116	128 122 86 154 130	61 55 73 88 65	32 56 63 23 21 92 30 5	14 32 26 14 26	33 65 39 26 29	33
Totals	14,219	7,153	7,066	9,388	66	4,451	2,314	2,780	2,423
1 Rural Schools 2 Cities 3 Towns 4 Villages	15,849 23,215 14,219 1,751	12,047 $7,153$	$\frac{11,168}{7,066}$	$15,064 \\ 9,388$	56 65 66 67	5,993 4,451	3,699	4,432 2,780	4,590
5 Grand Totals, 1909	55,034 53,551	28,100 27,379	26,934 $26,172$	34,553 34,257	$\frac{62.78}{63.97}$	16,433 16,394	9,017 8,790	10,503 10,140	9,791 9,583
7 Increases	1,483	721	762	296	1.19	39		363	208
9 Percentages	• • • • •	51.05	48.94	62.78		29.86	16.38	19.08	17.79

SEPARATE SCHOOLS-Continued

various Branches of Instruction, etc.—Continued.

ing.						1				
	Fourth Book.	Beyond 4th Book.	Art.	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.
52 53 54 55 56 57 58 59	36 40 37 41 14 40 36 11	15	127 176 230 167 75 237 174 17	78 176 230 167 98 145 119 24	127 176 230 167 237 174	95 176 230 167 63 237 144 24	95 120 230 167 63 237 174 32	62 73 70 167 38 145 119	36 73 70 41 38 90 36 11	62 73 160 79 38 119 75 17
	2,156	95	12,719	10,817	10,909	10,506	11,721	6,129	3,856	6,514
1 2 3 4	2,010 $3,719$ $2,156$ 239	194 782 95 95	$ \begin{array}{c} 10,407 \\ 22,561 \\ 12,719 \\ 1,657 \end{array} $	9,162 21,139 10,817 1,424	6,332 20,219 10,909 1,340	7,876 19,580 10,506 1,267	$\begin{array}{r} 9,474 \\ 20,866 \\ 11,721 \\ 1,520 \\ \end{array}$	$ \begin{array}{r} 6,756 \\ 12,544 \\ 6,129 \\ 754 \end{array} $	3,024 6,490 3,856 644	5.931 14.156 6,514 862
5 6	8,124 7,723	1,166 921	47,344 42,905	42,542 37,286	38,800 36,589	39,229 37,048	43,581 39,433	26,183 24,395	14.014 12,783	27,400 22,050
7 8	401	245	4,439	5,256	2,211	2,181	4,148	1,788	1,231	5,404
9	14.76	2.12	86.02	77.3	70.5	71.28	79.18	47.57	25.46	49.9

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Towns—Concluded.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Bookkeeping,	Arithmetic and Mensuration.	Algebra,	Geometry.
52 Thorold 53 Trenton 54 Vankleek Hill 55 Walkerton 56 Walkerville 57 Wallaceburg 58 Waterloo 59 Whitby	78 176 230 167 50 237 174 17	36 176 230 167 50 237 174	176 230	15	15	15	15
Totals	8,750	12,519	10,083	522	1,510	92	91
1 Rural Schools 2 Cities 3 Towns 4 Villages	6,424 19,357 8,750 1,168	8,668 21,802 12,519 1,566	6,368 17,050 10,083 909	306 594 522 103	1,535 2,239 1,510 141	184 1,506 92 95	172 406 91 95
5 Grand Totals, 1909	35,699 28,600	44,555 39,744	34,410 34,605	1,525 1,892	5,425 $6,227$	1,877 878	764 840
7 Increases	7,099	4,811	195	367	802	999	76
9 Percentages	64.86	80.95	62.52	2.77	9.85	3.41	1.38

SEPARATE SCHOOLS—Concluded

various Branches of Instruction, etc.—Concluded.

				e.	cts.				Maps Prize		Day.
	Latin,	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.	Number of Maps.	No. of Schools giving prizes.	Number of trees planted on Arbor Day
52 53 54		230		40			230		$ \begin{array}{c} 10 \\ 7 \\ 7 \\ 22 \end{array} $	1	
55 56 57 58 59		60		15			237		8 11 19 4		
		5,530	603	555	38	40	1,003	458	707	39	34
1 2 3 4	41 328 56	9,286 5,642 5,530 676	679 16 603	$\begin{array}{c} 402 \\ 1,551 \\ 555 \\ 100 \end{array}$	161 1,162 38 84	888 956 40 206	1,760 3,097 1,003 326	552 968 458 12	2,035 991 707 148	126 20 39 7	525 27 34 26
5 6	425 401	21,134 19,947	1,298 687	2,608 1,469	1,445 795	2,090 1,224	6,186 4,166	1,990 1,911	3,881 3,473	192 190	613 709
7 8	24	1,187	611	1,139	650	866	2,020		408	2	97
9	.77	38.4	2.35	4.73	2.62	3.79	11.24	3.61	*8.31	41.11	

^{*}To each school.

COLLEGIATE INSTITUTES

I.—Table H.—Fin-

		1	Re-
Collegiate Institutes.	Legislative Grants.	Municipal Grants (county).	Municipal Grants (local).
1 Barrie 2 Berlin	\$ c. 1,375 52 2,930 60 2,359 96 1,482 20 1,289 08 1,063 75 1,567 00 2,441 58 2,386 12 3,775 96 1,290 20 2,398 00 1,532 16 2,517 40 2,599 39 2,599 39 2,441 33 2,458 94 1,339 20 1,413 01 1,457 54 1,352 00 2,594 55 2,469 00 1,364 08 2,472 69 1,231 57 1,037 77 1,413 38 1,413 38 1,413 64 1,306 38 1,064 76 1,475 80 1,437 90 1,437 90 2,967 93	\$ c. 2,084 85 5,376 31 1,500 00 1,450 00 1,987 26 1,736 10 2,325 00 1,191 58 4,841 09 1,947 56 1,615 20 2,618 13 3,085 59 1,270 90 4,057 93 3,000 00 1,469 36 2,375 65 5,509 38 2,514 77 4,976 65 2,710 55 2,071 75 2,208 80 1,045 46 1,986 63 2,331 12 2,131 37 1,300 83 1,780 15	\$ c. 4,400 00 7,953 50 10,500 00 12,600 00 12,600 00 12,600 00 3,567 00 4,600 00 7,964 66 7,000 00 3,200 00 10,290 60 41,143 88 2,992 54 14,970 00 5,195 54 40,128 11 3,658 95 4,140 00 9,500 00 5,000 00 14,464 13 9,262 18 3,950 50 14,000 00 4,700 00 5,100 00 2,516 00 6,970 34 8,000 00 10,000 00 7,300 46 2,128 47 8,000 00 17,410 21 23,471 44 27,567 13 8,559 79 2,206 23 2,550 00 11,165 50 7,000 00
			020,000 20

AND HIGH SCHOOLS

ancial Statement.

ceipts.			Expend	iture.
School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.	Buildings, sites, and all perma- nent improve- ments.
\$ c. 1 1,981 00 2 2,596 50 3 3,555 35 4	\$ c. 1,663 41 563 78 1,441 67 938 13 19,831 77 478 29 1,501 18 1,808 45 640 67 3,276 23 418 28 449 00 749 21 2,053 36 8,858 05 6,171 22 1,854 80 653 57 741 26 1,494 10 32,511 71 2,158 84 989 07 12,393 36 8,892 49 582 76 133 50 1,251 67 598 57 827 88 1,242 96 2,035 23 20,398 66 694 91 67,792 00 1,157 99 5,006 97 1,430 65 707 95 16,784 83 3,224 25	\$ c. 10,904 78 19,420 69 19,356 98 16,470 33 36,081 54 7,389 64 9,766 18 10,985 11 10,350 78 19,540 47 11,135 05 14,643 28 51,514 63 8,755 29 24,932 76 22,028 32 54,412 56 12,030 62 9,132 77 13,123 63 12,237 45 163,183 59 22,280 70 10,284 84 30,103 94 21,041 83 9,770 38 6,745 77 11,881 19 11,940 00 16,576 44 12,342 74 8,883 01 33,610 87 6,874 82 92,851 01 31,183 43 39,373 40 10,856 65 8,753 05 7,477 80 31,391 79 17,643 51	\$ c. 7,700 00 12,719 00 13,763 04 9,399 99 12,530 00 5,415 79 6,990 00 6,517 75 6,766 80 14,200 31 6,570 00 10,795 00 31,593 00 6,440 00 14,944 00 10,968 75 36,855 00 7,847 68 6,726 05 9,515 00 8,190 00 36,455 00 15,710 00 7,090 00 15,490 00 7,988 01 6,440 00 5,060 00 9,103 43 5,388 07 12,720 50 8,502 34 5,526 83 11,392 90 5,240 00 26,787 50 24,283 00 27,777 00 8,972 00 4,967 50 6,272 00 12,298 14 10,618 94	99 25 13,989 30 6,991 21 683 34 1,849 84 52 70 16,188 47 2,669 95
93,089 27	235,802 61	999,200 02		

COLLEGIATE INSTITUTES

I.—Table H.—Fin-

			Expenditure.
Collegiate Institutes.—Continued.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., type-writers, drawing models and equipment for physical education.	School books, stationery, prizes, fuel, examinations and other ex- penses.
1 Barrie 2 Berlin. 3 Brantford 4 Brockville. 5 Chatham 6 Clinton. 7 Cobourg. 8 Collingwood. 9 Fort William. 10 Galt. 11 Goderich. 12 Guelph. 13 Hamilton. 14 Ingersoll. 15 Kingston. 16 Lindsay. 17 London. 18 Morrisburg. 19 Napanee. 10 Niagara Falls. 10 Orillia. 12 Ottawa. 13 Owen Sound. 14 Perth. 15 Peterborough. 16 Picton. 17 Renfrew. 18 Ridgetown. 19 St. Catharines. 10 St. Mary's. 11 St. Thomas. 12 Sarnia. 13 Seaforth. 14 Stratford. 15 Strathroy. 16 Toronto, Harbord. 17 Toronto, Harbord. 18 Toronto, Jarvis. 19 Toronto, Humberside. 10 Vankleek Hill. 11 Whitby. 12 Windsor. 13 Woodstock.	\$ c. 189 47 138 99 298 06 123 41 1,744 24 48 69 208 43 480 37 405 64 318 48 68 84 211 64 243 25 438 29 323 20 233 31 1,206 42 414 60 125 80 646 24 374 59 141 79 172 87 183 88	\$ c. 245 25 189 25 100 00 222 70 1,028 92 123 73 3,178 34 245 93 212 90 189 11 1,077 50 130 45 260 28 320 23 1,284 00 174 00 199 27 232 90 255 00 148 54 500 90 1,035 98 1,064 75 98 08 144 48 49 14 396 85 429 75 423 83 506 38 62 64 1,042 40 471 35 946 57 6 37 225 21 123 30 134 75	\$ c. 1,276 94 3,213 31 3,934 40 3,418 21 2,624 86 1,051 03 1,097 72 3,227 86

AND HIGH SCHOOLS-Continued

ancial Statement.—Continued.

Contin	nued.	Balances.	Charges per year for tuition.
1 2 3 4 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 23 34 35 36 37 38 39 40 41 42 43	\$ c. 9,411 66 16,428 55 18,340 00 15,876 31 35,931 67 7,176 79 8,874 89 10,225 98 10,350 78 19,457 52 7,840 58 13,695 01 40,233 95 8,694 65 24,804 82 13,540 03 47,684 02 9,332 36 8,772 42 12,434 99 11,114 12 150,273 70 18,953 95 8,731 22 30,103 94 18,447 19 9,589 45 6,615 12 11,385 50 11,940 00 16,576 44 11,525 81 7,058 37 28,845 50 6,737 60 39,842 22 31,135 66 36,397 14 10,856 65 6,008 52 7,477 80 31,391 79 16,760 26	\$ c. 1,493 12 2,992 14 1,016 98 594 02 149 87 212 85 891 29 759 13 82 95 3,294 47 948 27 11,280 68 60 64 127 94 8,488 29 6,728 54 2,698 26 360 35 688 64 1,123 33 12,909 89 3,326 75 1,553 62 2,594 64 180 93 130 65 495 69 816 93 1,824 64 4,765 37 137 22 53,008 79 47 77 2,976 26 2,744 53	\$10. \$10. Res. and Co. \$10; others \$16. Non-res, \$5. City, except F. I, \$6; all others \$10. \$6; \$8; \$10. Town \$12; Co. free. \$10. Free. Co. \$10; others \$14. \$6; \$8; \$10. Res. free; Co. and adj. Cos. \$10; others \$20. Res. \$2.50 for 1st year, thereafter \$10; non-res. \$25. \$7.50. Res. \$15 and \$30; non-res. \$25 and \$30. Town, Co. and adj. Cos. \$7.50 and \$10; others \$20. City 1st year free; City and Co. \$10; others \$30. Free. Town and Co. free; others \$10. Res. \$10 to \$25; others \$10. Res. \$8 to \$12; others \$10. Co. \$5; non-res. \$16. Res. F. I free; other F's \$5, \$8, \$10; non-res. \$25. Free. Free to Town and Co.; others \$16. Res. and Co. free; others \$10. Res. 1st year free, other years \$5; others \$10. H. S. D. 1st yr. free, other years \$5; others \$10. Town F. I free; others \$10. \$6; \$8; \$10. City 1st term free; all others \$10. Town F. I free; others \$10. \$6; \$9; \$15; \$21; \$27. Province free; others \$20. 1st year free; res. \$6; Co. \$7.50; non-res. \$10. 1st year free; others \$7.50. 11 free; 32 not free.

COLLEGIATE INSTITUTES AND I.—Table H.—Financial

Re-

		_	Ke-
High Schools.	Legislative Grants.	Municipal Grants (county).	Municipal Grants (local).
1 Alexandria 2 Almonte 3 Arnprior 4 Arthur 5 Athens 6 Aurora 7 Aylmer 8 Beamsville 9 Belleville 10 Bowmanville 11 Bradford 12 Brampton 13 Brighton 14 Caledonia 15 Campbellford 16 Carleton Place 17 Cayuga 18 Chesley 19 Colborne 20 Cornwall	\$ c. 783 70 808 96 793 71 818 95 808 01 687 30 922 50 540 13 1,076 77 905 89 702 94 1,054 35 518 38 763 27 868 49 846 42 660 37 805 10 518 69 1,278 25	\$ c. 956 79 808 96 793 71 1,215 47 407 15 2,994 85 750 00 511 71 2,059 35 729 25 2,399 15 960 52 1,952 27 1,539 80 846 42 1,570 71 1,242 63 1,297 21 4,549 97	\$ c. 10,007 09 2,938 07 3,300 00 1,022 60 2,000 00 700 00 1,650 00 870 00 7,018 74 2,350 00 1,200 00 2,650 00 600 00
20 Cornwall 21 Deseronto 22 Dundas 23 Dunnville 24 Dutton 25 Elora 26 Essex 27 Fergus 28 Forest 29 Gananoque 30 Georgetown 31 Glencoe 32 Gravenhurst 33 Grimsby 34 Hagersville 35 Harriston 36 Hawkesbury 37 Iroquois	1,278 25 745 38 779 86 860 50 732 23 603 46 2,245 04 756 40 690 77 933 58 814 60 722 08 1,356 60 615 72 669 35 727 79 679 74 886 90	4,549 97 745 38 1,129 86 2,952 00 936 46 2,861 30 1,212 40 1,869 80 1,333 58 1,381 24 1,172 78 1,247 17 1,425 36 727 79 1,437 55 2,496 33	$\begin{array}{c} 7,301\ 57\\ 2,200\ 00\\ 2,400\ 00\\ 1,804\ 58\\ 500\ 00\\ 1,200\ 00\\ 700\ 00\\ 2,000\ 00\\ 1,600\ 00\\ 3,287\ 52\\ 1,569\ 61\\ 600\ 00\\ 1,154\ 90\\ 500\ 00\\ 2,079\ 52\\ 1,380\ 57\\ 2,676\ 85\\ \end{array}$
38 Kemptville 39 Kenora 40 Kincardine 41 Leamington 42 Listowel 43 Lucan 44 Madoc 45 Markham 46 Meaford 47 Midland 48 Mitchell 49 Mount Forest 50 Newburgh 51 Newcastle 52 Newmarket 53 Niagara 54 Niagara Falls South 55 North Bay 56 Norwood	882 71 1,503 52 1,090 19 846 98 830 00 796 94 707 88 851 89 1,107 62 901 28 718 89 817 23 650 00 529 29 787 27 489 59 650 80 1,602 36 1,866 39	1,946 43 1,748 07 1,572 57 1,166 09 1,442 44 1,357 88 2,242 50 3,044 15 901 28 972 00 1,303 33 2,050 00 924 50 896 50 775 00 650 80	3,627 85 3,000 00 2,400 00 4,050 00 1,500 00 1,000 00 950 00 698 61 3,500 00 3,398 72 1,500 00 1,400 00 760 00 468 12 2,300 00 650 00 1,000 00 5,055 98 1,199 32

HIGH SCHOOLS-Continued

Statement.—Continued.

ceipts.			Expend	diture.
School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.	Buildings, sites and all permanent improvements.
\$ c. 2 382 50 3 90 00 4 940 50 5 357 50 6 765 43 7 1,025 00 8 9 10 244 60 11 760 00 12 1,395 00 13	5,710 20	\$ c. 13,217 94 5,167 39 6,187 37 4,062 92 6,211 16 2,793 17 7,853 45 2,602 18 8,607 22 5,611 84 3,578 11 7,592 23 2,781 27 5,071 25 6,361 30 5,018 36 3,334 51 5,251 41 4,945 93 17,385 82 4,022 22 5,122 91 5,715 28 5,504 71 3,246 39 6,040 50 5,866 08 5,050 71 5,738 18 4,810 16 5,314 23 3,762 95 3,325 66 4,964 98 4,688 54 3,497 86 7,230 82 8,117 96 4,503 52 7,211 04 7,614 88 5,544 08 4,930 61 3,943 84 5,517 97 9,502 85 5,953 27 4,135 72 4,945 77 4,149 51 2,204 66 5,222 75 2,138 35 8,011 80 6,897 55 5,953 27 4,149 57 4,149 57 4,149 57 4,149 57 4,149 57 4,149 57 4,149 57 4,149 57 4,149 57 4,149 57 4,149 57 5,953 27 4,945 77 4,149 57 4,149 57 5,953 27 5,953 27 5,953 27 5,953 27 5,953 27 5,953 27 5,953 27 5,953 27 5,953 27 5,953 27 5,953 27 5,953 27 5,953 27 5,943 84	\$ c. 3,440 00 3,820 00 4,120 30 3,000 00 3,690 00 2,309 95 4,638 00 1,672 50 7,099 93 4,209 38 2,470 00 6,110 00 1,756 47 3,299 95 4,214 67 4,140 00 2,750 00 4,116 56 1,716 66 8,627 71 2,801 27 3,236 08 4,437 50 3,377 58 2,420 00 4,860 00 3,480 00 2,800 00 4,266 18 3,901 60 3,075 12 2,501 25 2,355 50 2,408 25 3,505 30 2,500 00 4,585 00 4,454 85 3,800 00 5,613 00 4,650 00 4,240 00 3,620 00 2,766 68 4,303 10 5,386 01 4,300 00 3,620 00 2,766 68 4,303 10 5,386 01 4,300 00 3,620 00 2,766 68 4,303 10 5,386 01 4,300 00 3,620 00 2,766 68 4,303 10 5,386 01 4,300 00 3,645 00 2,820 00 1,640 46 3,747 38 1,447 77 3,166 48 4,555 00 2,625 87	242 22 267 30 28 20 158 47 240 80 112 12 373 01

COLLEGIATE INSTITUTES AND

I.—Table H.—Financial

			Expenditure-
High Schools—Continued.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., type-writers, drawing models and equipment for physical education.	School books, stationery, prizes, fuel, examinations and other expenses.
	\$ e.	\$ c,	\$ c.
1 Alexandria 2 Almonte 3 Arnprior 4 Arthur 5 Athens 6 Aurora 7 Aylmer 8 Beamsville 9 Belleville 10 Bowmanville 11 Bradford 12 Brampton 13 Brighton 14 Caledonia 15 Campbellford 16 Carleton Place 17 Cayuga 18 Chesley 19 Colborne 20 Cornwall 21 Deseronto 22 Dundas 23 Dunnville 24 Dutton 25 Elora 26 Essex 27 Fergus 28 Forest 29 Gananoque 30 Georgetown 31 Glencoe 32 Gravenhurst 33 Grimsby 44 Hagersville 35 Harriston 36 Hawkesbury 37 Iroquois 38 Kemptville 39 Kenora 40 Kincardine 41 Leamington 42 Listowel 43 Lucan 44 Madoc	47 40 36 74 78 39 9 20 45 50 0 25 181 80 19 54 117 33 29 15 26 67 26 64 33 00 704 55 96 90 152 64 112 72 61 35 39 82 78 20 328 67 59 38 155 13 62 67 66 01 13 32 78 06 120 41 127 80		\$ c. 762 09 1,034 86 954 31 805 79 1,971 35 445 60 1,092 38 508 05 1,223 46 1,026 85 532 31 934 56 395 30 1,441 39 1,230 61 645 12 539 35 101 60 675 99 1,450 82 928 08 1,630 13 677 78 691 66 351 70 676 66 591 27 471 58 1,153 00 676 66 591 27 471 58 1,153 00 676 83 2,068 30 575 99 710 12 2,345 46 874 88 2,068 30 575 99 710 12 2,345 46 874 804 1,443 24 2,407 12 673 18 840 43 1,946 27 1,172 45 557 35 496 97
45 Markham	51 41	384 27	528 90
47 Midland	$\begin{array}{c} 90 \ 01 \\ 4 \ 10 \end{array}$	799 79 210 76	1,096 98 1,119 74
48 Mitchell	10 70	190 68	604 08
49 Mount Forest 50 Newburgh	$\begin{array}{c} 61 & 37 \\ 25 & 23 \end{array}$	81 41	1,083 95 385 84
51 Newcastle	62 83	139 07	362 30
52 Newmarket 53 Niagara	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	38 24	561 73 258 95
54 Niagara Falls South	2,293 26	19 75	633 93
55 North Bay 56 Norwood	63 25 83 41	276 37 173 52	893 72 1,837 71
	09 11	110 02	1,001 11

HIGH SCHOOLS-Continued

Statement.—Continued.

Continued.		
Total expenditure.	Balances.	Charges per year for tuition.
\$ c. 1 4,202 09 2 5,167 39 3 5,279 93 4 4,056 74 5 6,131 40 6 2,764 75 7 6,739 31 8 2,195 30 9 8,607 22 10 5,525 84 11 3,128 06 12 7,338 30 13 2,495 85 14 5,071 25 15 5,575 28 16 4,930 19 17 3,322 35 18 5,059 00 19 3,096 42 20 11,022 19 21 4,000 98 22 5,122 91 23 5,647 28 24 4,228 12 25 2,989 06 26 5,942 91 27 4,242 24 28 3,771 89 29 5,738 18 30 4,810 16 31 5,314 23 32 3,740 59 33 3,325 66 34 4,964 98 35 4,681 01 36 3,497 86 37 6,058 49 38 8,117 96 39 4,503 55 40 6,555 50 41 7,138 70 42 5,544 08 43 4,765 10 44 3,343 56 45 5,267 66 47 5,901 96 48 3,928 66 49 4,923 9 50 3,312 4 51 2,204 6 52 4,930 8 53 1,871 0 54 6,486 4 55 6,887 5 56 4,720 5	22 36 7 53 1,172 33 1,172 33 1,172 33 1,172 33 1,172 33 1,172 33 1,172 33 1,172 33 1,172 33 1,172 33 1,172 33 1,172 33 1,187 84 1,187 84 1,187 84 1,187 84 1,187 84 217 78 8 837 03 1,187 94 217 78 8 837 03	\$10. Town \$5 to \$8; others \$10. Res. \$5; non-res. \$10. Town \$6; others \$10. Res. F. I free; others \$10. Res. and Co. free; others \$10. Free. \$10. Free. Free. Free. Free. Free.

COLLEGIATE INSTITUTES I.—Table H.—Financial

High Schools.—Continued.	Legislative Grants.	Municipal Grants (county).	Munic pal Grants(local).				
57 Oakville 58 Omemee. 59 Orangeville 60 Oshawa 61 Paris 62 Parkhill 63 Pembroke 64 Penetanguishene 65 Petrolea 66 Plantagenet 67 Port Arthur 68 Port Bigin 70 Port Hope 71 Port Perry 72 Port Rowan 73 Prescott 74 Richmond Hill 75 Rockland 76 Sault Ste. Marie 77 Simcoe. 78 Smith's Falls 79 Smithville 80 Stirling 81 Streetsville 82 Sudbury 83 Sydenham 84 Thorold 85 Tillsonburg 86 Toronto, Malvern 87 Toronto, Oakwood 88 Toronto, Riverdale 89 Toronto, Technical 90 Trenton 91 Uxbridge 92 Vienna 93 Walkerton 94 Wardsville 95 Waterdown 96 Waterford 97 Watford 98 Welland 99 Weston 100 Wiarton 101 Williamstown 102 Wingham	\$ c. 682 67 522 19 1,003 67 955 28 841 31 802 01 907 69 756 74 847 29 561 34 1,970 46 521 50 687 57 1,089 79 843 03 496 57 885 13 662 45 654 58 6,961 06 2,212 25 902 75 527 61 678 90 625 83 1,259 32 693 29 560 95 825 28 840 54 610 47 1,226 85 3,340 00 831 33 839 41 511 61 837 47 490 46 578 95 717 10 757 50 883 80 715 78 701 27 686 15 875 43	\$ c. 1,216 93 648 86 1,300 00 1,727 34 841 31 802 01 907 69 756 74 2,007 40 1,132 56 644 25 1,046 50 2,845 38 1,596 58 838 25 742 49 1,023 70 2,010 86 3,317 98 800 00 1,150 00 1,262 15 1,531 45 2,700 00 836 06 1,390 64 833 14 1,392 41 855 27 1,072 31 790 46 1,140 52 1,475 46 2,255 75 2,921 38 1,102 16 1,562 65 740 07 3,596 18	\$ c. 2,900 00 776 98 2,100 00 2,945 00 3,000 00 1,600 00 4,477 67 3,000 00 2,000 00 2,000 00 66,100 00 807 30 1,100 00 2,767 13 1,632 99 788 66 3,163 79 200 00 1,975 00 12,661 78 3,512 33 4,418 07 1,000 00 931 57 425 00 4,000 00 4,144 15 5,691 65 163,795 92 16,413 86 39,201 00 2,712 85 1,200 00 4,000 00 405 00 600 00 1,000 00 1,000 00 1,000 00 1,000 00 1,000 00 1,000 00 1,000 00 1,000 00 1,000 00 1,450 00 600 00 1,450 00 3,751 84 1,500 00 1,450 00 3,182 60 1,547 30				
1 Totals, High Schools 2 Totals, Collegiate Institutes	94,995 64 75,106 81	129,201 12 84,304 44	500,338 24 510,960 49				
3 Grand Totals, 1909	170,102 45 158,549 16	213,505 56 199,010 18	1,011,298 73 960,114 57				
5 Increases	11,553 29	14,495 38	51,184 16				
7 Percentages	7.82	9.82	46.53				

AND HIGH SCHOOLS—Continued Statement.—Continued.

ceipts.			Expenditure.		
School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.	Buildings, sites, and all perma- nent improve- ments.	
\$ c. 57	. 124 00 388 11 825 83 109 63 397 77	\$ c. 15,168 26 2,437 89 6,397 06 7,167 11 5,265 56 4,666 53 6,377 05 4,720 87 7,542 83 4,997 14 68,205 26 2,017 05 3,346 26 7,513 80 4,459 97 2,123 48 5,067 80 3,136 62 4,786 20 22,004 08 9,112 09 6,490 82 3,937 27 3,889 80 4,220 33 41,036 02 4,309 79 3,968 38 8,302 67 7,536 19 167,083 64 82,013 50 268,108 43 5,926 28 4,284 32 2,304 99 5,500 62 2,044 05 2,915 20 3,755 58 6,108 37 9,550 92 4,182 80 4,145 87 5,236 59 7,577 41	\$ c. 3,229 45 1,650 00 4,927 50 5,665 10 4,157 50 3,560 00 4,610 00 2,635 50 4,262 99 2,327 91 5,410 00 1,708 70 2,506 50 5,633 30 3,710 00 1,613 25 3,660 00 2,266 68 2,400 00 7,595 00 6,110 00 4,703 50 1,715 00 2,453 00 2,420 00 3,880 00 3,699 05 2,450 00 3,904 27 5,272 50 14,319 50 11,155 00 40,747 34 3,754 01 3,275 00 1,505 00 3,909 50 1,369 68 2,050 00 2,632 31 3,065 00 3,215 00 3,809 00 5,015 00	108 00 117 62 174 16 295 56 175 00 181 52 73 82 75 50 75 97 523 00 2,857 19 12 25 53 15 30,139 54 62 00 207 59 2,716 97 25 00 15,025 00 37,153 08 94,901 83 800 23 36 95 51 20 107 20 207 00 84 93 57 78 31 29 33 08	
1 52,186 72 2 93,089 27	397,547 85 235,802 61	1,174,269 57 999,263 62	421,126 35 520,530 32	200,698 0 200 586 0 	
3 145,275 99 4 145,696 76	633,350 46 537,936 13	2,173,533 19 2,001,306 80	941,656 67 860,955 32		
5	95,414 33	172,226 39	80,701 35		
7 6.68	29.14		58.07		

Cost per pupil, enrolled attendance, \$18.99; average attendance, \$77.99.

COLLEGIATE INSTITUTES I.—Table H.—Financial

AMERICAN AND ADDRESS OF THE PROPERTY OF THE PR		1.—Ta	ble H.—Financial
			Expenditure—
High Schools.—Continued.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., typewriters, drawing models, and equipment for physical education.	School books, stationery, prizes, fuel, examinations, and other expenses.
57 Oakville 58 Omemee. 59 Orangeville. 60 Oshawa 61 Paris 62 Parkhill 63 Pembroke. 64 Penetanguishene 65 Petrolea. 66 Plantagenet 67 Port Arthur 68 Port Dover 69 Port Elgin. 70 Port Hope 71 Port Perry 72 Port Rowan 73 Prescott. 74 Richmond Hill 75 Rockland 76 Sault Ste. Marie 77 Simcoe 78 Smith's Falls 79 Smithville. 80 Stirling 81 Streetsville 82 Sudbury 83 Sydenham 84 Thorold 85 Tillsonburg 86 Toronto, Malvern 87 Toronto, Oakwood 88 Toronto, Riverdale. 89 Toronto, Picchnical 90 Trenton 91 Uxbridge 92 Vienna 93 Walkerton 94 Wardsville 95 Waterdown 96 Waterford 97 Watford 98 Welland 99 Weston 100 Wiarton 101 Williamstown 102 Wingham 1 Totals, High Schools 2 Totals, Collegiate Institutes 3 Grand Totals, 1909 4 Grand Totals, 1909 5 Increases 6 Decrease	94 81	\$ c. 368 09 224 86 109 69 320 19 68 07 83 15 133 90 248 96 18 57 463 41 77 09 62 12 538 67 39 74 166 59 131 75 110 47 278 02 332 42 278 06 456 56 263 81 88 19 39 37 174 02 128 97 158 03 101 79 1,017 62 522 00 1,559 35 43 00 8 36 150 00 117 28 122 27 69 00 161 99 55 34 125 87 238 20 84 47 54 53 18,108 75 17,481 03 35,589 78 27,155 73 8,434 05	\$ c. 1,471 09 466 67 946 69 1,014 89 913 95 508 96 1,129 23 1,193 02 722 68 1,607 26 938 09 231 26 523 68 895 29 432 43 305 54 1,101 13 472 79 932 19 1,905 05 878 57 911 30 347 69 419 73 330 95 1,742 51 330 89 487 82 857 38 1,629 94 1,524 40 3,174 29 8,467 77 259 92 925 69 80 00 768 85 195 12 435 71 529 15 1,004 47 863 77 807 91 478 34 941 99 894 23 98,838 60 109,884 57 208,723 17 198,053 78
7 Percentages	1.75	2.19	12.87
	2.10	2.10	14.01

AND HIGH SCHOOLS-Continued

Statement.—Concluded.

Continued.

Total expenditure.

Balances.

Charges per year for tuition.

\$ c. \$ c. \$ 5.7 15,168 26 58 2,437 89 59 6,153 67 60 7,128 48 61 5,265 56 62 4,255 90 63 5,760 14 64 4,122 48 598 39 65 5,534 02 5 65 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 534 02 5 5 5 5 534 02 5 5 5 534 02 5 5 5 5 534 02 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	
58 2,437 89	
59 6,153 67 60 7,128 48 61 5,265 56 62 4,255 90 63 5,760 14 64 4,122 48 598 39 110. Form I free; all others \$7.50. H. S. D., Oxford and Waterloo Cos. free; others \$20. \$6; \$8; \$10. Free. Free.	
60 7,128 48 38 63 Form I free; all others \$7.50. 61 5,265 56	
61 5,265 56	
61 5,265 56 62 4,255 90 63 5,760 14 64 4,122 48 598 39 Free Free Free Free Free Free Free Fre	
62 4,255 90 410 63 \$6; \$8; \$10. 63 5,760 14 616 91 Free. 64 4,122 48 598 39 Free	
63 5,760 14 616 91 Free. 64 4,122 48 598 39 Free	
64 4,122 48 598 39 Free	
01 1,122 10 0 000 01 1	
00 0,001 02	
01 1,001 01	
00 2,011 00 11 17 11 00 11 00 11 00 010	
03 0,270 02	
140 05 07 50	
71 4,316 02 143 95 \$7.50.	
72 2,123 48 Free.	
73 4,932 88 134 92 Town free; all others \$5.	
74 2,925 91 210 71 \$10.	
75 4,238 60 547 60 Province free; others \$20.	
76 12.800 30 9,203 78 \$10.	
77 7 343 73 1.768 36 H. S. D. and Co. Free, Others with	
Res free: non-res, 510.	
78 6,490 82 1,518 17 Free, except Chemistry Class \$1.	
80 3,200 15 689 65 Free.	
23,840,48 1,379,85 \$10.	
01 2,040 40 D from mon mod \$10	
Can I and M Saha Co Sh others bo: U. Sch. pla to die	
622 05 Free	
01 0100 00 T 1 M C-1 - 07 50 1 Son MU.	
00 1,010 10	
86 7,536 19	
	lerm.
88 52,359 89 29,653 61) 89 146,831 37 29,653 61) 121,277 06 1st year free; 2nd \$9; 3rd \$15; specials \$2 per su	bject
000 45 17	
90 5,259 81 666 47 Free. Town \$5; others \$7.50.	
92 1,833 31 471 68 Free.	
93 4,795 63 704 99 \$10.	
94 1.846 77 197 28 \$7.50.	
95 2,761 71 153 49 \$5.	
0.0 0.051.04 /01/1.24 0.066.	
97 4 449 43 1,658 94 Res. \$10; others free.	
98 5,706 03 3,844 89 Free.	
99 4,182 80	
100 3.845 44 300 43 \$5.	
101 5 057 35 179 24 Free.	
102 6,100 85 1,476 56 \$6; \$8; \$10.	
100 0,100 00	
1 754,762 57 419,507 00 52 free; 50 not free.	
1 754,762 57 2 866,874 93 132,388 69 11 free; 32 not free.	
2 000,011 00	
3 1,621,637 50 551,895 69 63 free; 82 not free.	
64 free: 81 not tree.	
4 1,000,000 07	
5 235,805 43 1 not free.	
63,579 04 1 free.	
0	
7 43.44 free; 56.55 not free.	

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools, and

		Pu	upils. Number of in—							Pupils
Collegiate Institutes.	Boys.	Girls.	Totals,	Average Attendance.	Lower School.	Middle School,	Upper School,	Municipalities composing the High School District.	Municipalities within the County or Terri- torial District.	Other Counties or Districts.
1 Barrie 2 Berlin 3 Brantford 4 Brockville 5 Chatham 6 Clinton 7 Cobourg 8 Collingwood 9 Fort William 10 Galt 11 Goderich 12 Guelph 13 Hamilton 14 Ingersoll 15 Kingston 16 Lindsay 17 London 18 Morrisburg 19 Napanee 20 Niagara Falls 21 Orillia 22 Ottawa 23 Owen Sound 24 Perth 25 Peterborough 26 Picton 27 Renfrew 28 Ridgetown 29 St. Catharines 30 St. Mary's 31 St. Thomas 32 Sarnia 33 Seaforth 34 Stratford 35 Strathroy 36 Toronto, Harbord 37 Toronto, Parkdale 38 Toronto, Jarvis 39 Toronto, Humberside 40 Vanleek Hill 41 Whitby 42 Windsor 43 Woodstock Totals	145 175 285 166 226 85 106 117 64 208 79 213 573 94 261 181 582 74 113 140 166 611 206 105 128 105 128 199 128 199 148 199 148 199 148 199 148 199 148 199 148 199 148 199 148 199 148 199 149 149 149 149 149 149 149 149 149	157 149 260 198 249 101 126 80 188 141 217 505 118 294 177 652 89 159 176 196 485 279 106 249 110 166 113 204 113 204 117 328 204 117 329 204 117 204 204 117 204 204 204 204 204 204 204 204 204 204	302 324 545 364 475 186 232 243 144 396 212 555 358 1,234 163 272 316 362 1,096 485 214 444 215 292 215 373 267 477 354 272 215 373 267 471 471 472 473 473 474 475 475 477 477 477 477 477 477 477	176 212 335 230 310 116 158 143 82 253 142 276 740 124 366 235 761 109 173 190 232 728 326 149 325 153 179 137 214 178 303 227 158 263 135 409 404 450 240 130 240 115 238 262	180 208 361 228 268 95 139 151 119 268 115 257 556 127 299 865 95 151 1222 243 680 262 112 303 142 118 246 111 357 246 111 357 246 111 357 246 111 357 247 248 115 116 117 118 118 118 118 118 118 118	90 89 135 99 171 59 73 67 17 116 66 61 20 361 73 216 216 87 91 362 166 87 100 58 88 88 51 100 100 100 100 100 100 100	32 277 49 37 36 32 20 25 8 12 39 35 161 12 48 49 86 15 29 21 28 54 57 15 18 20 21 27 28 28 29 21 28 29 20 20 20 20 20 20 20 20 20 20 20 20 20	175 198 395 265 337 88 148 162 139 231 115 317 915 95 459 189 987 77 135 244 387 101 158 88 250 133 363 277 116 682 572 720 318 89 106 302 268	124 122 133 98 130 94 83 51 4 132 103 91 130 79 82 110 239 86 130 50 50 113 36 153 89 40 113 122 127 117 69 114 76 90 55 59 60 117 60 117 60 60 60 60 60 60 60 60 60 60 60 60 60	34 417 11 88 44 130 11 333 222 233 388 144 599 88
Totals	5,521	9,028 1	7,3491.	1,086 1	0,706	5,011	1,6321	2,628	4,009	712

AND HIGH SCHOOLS-Continued

in the Various Subjects, etc.

Occupation of Parents. Number of Pupils in the Various Subjects.													
Commercial. Agricultural.	Professions,	Mechanical occupations.	Labouring.	Other Callings.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Mediæval History.	Modern History.	Geography.
37 320 1 38 315 1 39 120 4 40 8 9 41 36 6	41 51 84 84 10 20 12 19 121 121 16 61 17 22 14 96 7 17 17 17 18 8 32 14 145 66 11 25 12 12 11 12 13 18 18 12 13 18 18 12 13 18 18 12 13 18 13 18 12 13 18 13 18 12 13 14 12 15 13 18 13 18 12 13 18 13 18 12 13 14 12 15 15 14 12 15 15 14 12 15 15 14 12 15 15 14 12 15 15 14 12 15 15 14 12 15 15 15 15 15 15 15 15 15 15 15 15 15	71 21 162 90 69 33 44 32 47 207 50 94 250 48 145 84 418 34 19 62 213 67 44 75 29 52 34 108 26 77 98 19 125 95 148 148 124 148 104 3,883	4 29 37 40 55 8 25 67 12 41 10 25 111 4 68 14 15 23 28 77 3 74 65 21 114 15 29 27 46 27 86 28 13 13 14 15 28 16 29 16 29 17 18 18 18 18 18 18 18 18 18 18	17 43 8 8 30 32 4 18 18 14 14 9 8 8 70 6 6 31 1 16 6 25 35 315 20 28 8 71 112 6 22 38 33 28 10 16 68 35 37 25 20 23 22 21 1.4977	149 639 550 568 347 134 102 323 2 320	460 212 441 214 292 212 349 256 6 47 348 206 9 682 9 682 9 682 9 682 9 682 1 9	206 422 206 682 625 724 396 195 174 392 420	174 290 192 375 185 363 363 365 4 224 6 180 140 2 232 394	$ \begin{array}{r} 217 \\ 195 \\ 140 \\ 232 \\ 420 \end{array} $	69 84 148	13 28 48 19 101 32 30 7 15 15 10 15 4 10 10 10 10 10 10 10 10 10 10 10 10 10	101 14 35 8 12 6 15 15	185

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools,

Collegia	te Institutes.		Arithmetic and Mensuration.				.				-
Collegiate Institutes.		Reading	Arithmetic ration.	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.
2 Berlin 3 Brantfo 4 Brockvi 5 Chathar 6 Clinton 7 Cobourg 8 Collings 9 Fort Wi 10 Galt 11 Goderic 12 Guelph 13 Hamilt 14 Ingerso 15 Kingsto 16 Lindsay 17 London 18 Morrisb 19 Napane 20 Niagara 21 Orillia 22 Ottawa 23 Owen S 24 Perth 25 Peterbo 26 Picton 27 Renfrev 28 Ridgeto 29 St. Catl 30 St. Mar 31 St. Thor 32 Sarnia 33 Seafortl 34 Stratfor 35 Strathr 36 Toronto 37 Toronto 38 Toronto 39 Toronto 40 Vanklee 41 Whitby 42 Windson 43 Woodsto	rd lle n vood lliam n n ln l n re Falls bund rough v wn harines y's nas d d by Harbord Parkdale Jarvis Humberside k Hill	119 263 115 257 552 142 319 1,002 1,002 106 151 222 227 790 262 112 359 160 184 165 256 152 357 246 111 367 134 420 486 486 486 308 309 309 309 309 309 309 309 309	273 251 411 346 323 137 182 218 136 263 181 257 732 178 484 209 1,002 148 158 254 350 938 428 174 397 191 212 165 330 209 456 277 1511 303 148 635 520 568 356 134 105 688 356 1344 105	292 302 451 337 374 165 157 220 115 341 160 186 1,014 175 502 296 1,049 150 233 312 299 949 415 202 287 182 298 361 202 287 182 298 372 244 196 600 633 633 633 633 633 633 634 634 635 636 636 636 636 636 637 637 647 647 647 647 647 647 647 647 647 64	202 157 446 268 285 160 141 220 115 318 150 261 1,013 124 373 296 836 150 124 36 240 299 630 408 154 357 106 261 118 237 244 118 237 244 118 237 244 118 237 244 118 237 244 118 247 248 248 248 248 248 248 248 248 248 248	25 17 33 29 34 23 14 20 4 12 30 53 127 9 35 45 12 21 20 11 72 42 9 9 11 55 15 17 12 22 23 21 21 21 21 21 21 21 21 21 21 21 21 21	189 72 392 257 235 95 73 120 114 248 101 1284 633 98 408 274 515 125 178 198 163 935 230 113 338 166 144 58 153 162 213 186 124 614 565 68 133 98 41 181 234	26 145 131 44 46 13 12 27 12 72 43 105 283 5 113 37 95 14 60 36 17 153 28 21 51 18 14 46 17 16 17 18 18 18 18 18 18 18 18 18 18	238 260 373 301 303 143 134 182 126 239 102 340 945 113 383 273 650 124 193 182 244 736 295 82 299 161 201 176 164 240 215 197 215 197 215 216 217 217 217 218 218 219 219 219 219 219 219 219 219	15 4 11 8 42 7 3 6 5 14 35 18 8 6 8 12 11 11 8 6 8 4 23 10 10 10 10 10 10 10 10 10 10	209 170 144 128 199 125 7 141 95 186 132 239 821 99 309 217 801 138 210 120 222 85 141 20 114 218 209 108 209 1108 209 111 209 209 209 209 209 209 209 209 209 209

AND HIGH SCHOOLS-Continued

and in the Various Subjects, etc.—Continued.

Number	Number of Pupils in the Various Subjects.—Continued. Special Courses.													
Botany.	Chemistry.	Physics.	Mineralogy.	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Commercial.	Agriculture.	Manual Training.	Household Science.	Art.
1 209 2 168 3 144 4 129 5 199 6 125 7 146 8 141 9 95 10 186 11 132 12 239 13 821 14 101 15 309 16 217 17 801 18 69 19 138 20 210 21 184 22 660 21 22 26 8 82 22 26 85 22 22 26 85 27 133 28 21 28 20 29 114 30 211 30 211 31 255 32 77 33 10 34 200 35 100 36 29 37 38 38 27 39 20 40 40 41 11 42 25 43 15	111 144 150 205 205 205 205 205 205 205 2	255 372 3 143 198 3 322 168 4 450 2 566 5 350 4 186 7 99 5 174	13 11 17 18 18 7 4 14 13 9 9 9 14 12 18 18 7 8 8 7 8 8 9 9 18 18 18 18 18 18 18 18 18 18 18 18 18	212 225 129 88 250 222	171 95 180 169 182 106 91 110 84 178 98 86 144 193 115 196 262 97 164 153 124 159 129 129 129 129 129 129 129 12	72 15 25 104 88	43 16 20 54 93	121 105 260 138	330 208 400 659 599 704 191 193 194 353 421	74 6 214 25 123 118 59 72 42 42 122 7 103 48 11 100 11 100 11 11 11 11 11 11 11 11 1	5 5 5 5 5 7 7 1 1 1 1 1 1 1 1 1 1 1 1 1	132	36 539 156 118	8

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

				11	rable 1.	-Atte	nuance	, Pupiis	s in the S	choots
		Pu	pils.		Num	ber of in—	Pupils	Num	ber of Pu from—	apils
High Schools.	Boys.	Girls.	Totals.	Average attendance.	Lower School.	Middle School.	Upper School.	Municipalities composing the High School Dis't	Municipalities within the County or Territorial District.	Other Counties or Districts.
1 Alexandria 2 Almonte 3 Arnprior 4 Arthur 5 Athens 6 Aurora 7 Aylmer 8 Beamsville 9 Belleville 10 Bowmanville 11 Bradford 12 Brampton 13 Brighton 14 Caledonia 15 Campbellford 16 Carleton Place 17 Cayuga 18 Chesley 19 Colborne 20 Cornwall 21 Deseronto 22 Dundas 23 Dunnville 24 Dutton 25 Elora 26 Essex 27 Fergus 28 Forest 29 Gananoque 30 Georgetown 31 Glencoe 32 Gravenhurst 33 Grimsby 34 Hagersville 35 Harriston 36 Hawkesbury 37 Iroquois 38 Kemptville 39 Kenora 40 Kincardine 41 Leamington 42 Listowel 43 Lucan 44 Madoc 45 Markham 46 Meaford 47 Midland 48 Mitchell 49 Mount Forest 50 Newburgh 51 Newcastle 52 Newmarket 53 Niagara 54 Niagara Falls South 55 North Bay 56 Norwood	56 67 68 61 80 49 81 36 128 56 82 88 36 45 68 75 52 67 38 161 44 67 74 41 67 66 68 70 66 68 70 70 70 70 70 70 70 70 70 70 70 70 70	115 83 100 81 115 61 90 41 138 81 113 42 70 32 178 59 84 101 104 40 73 89 72 97 87 66 63 59 65 63 59 65 63 59 62 85 74 80 91 76 87 88 87 88 87 88 87 88 88 88 88 88 88	171 150 168 142 195 110 171 77 266 137 152 182 80 118 149 188 94 177 70 339 103 148 81 174 178 81 178 179 138 177 161 118 129 127 123 149 149 159 169 179 179 189 189 179 189 189 189 189 189 189 189 18	101 75 107 95 129 72 109 40 156 85 89 119 53 77 98 110 61 82 43 225 68 91 108 119 50 84 84 109 98 119 50 84 100 109 98 75 76 79 70 70 70 70 70 70 70 70 70 70	125 103 115 82 124 66 106 44 208 85 98 78 48 71 77 112 62 71 144 232 64 110 97 68 53 83 94 86 110 97 68 57 93 98 98 117 118 118 118 118 119 119 119 119 119 119	46 37 41 48 71 39 55 33 44 44 38 54 54 72 32 55 56 86 30 40 45 83 43 60 43 43 43 43 44 45 46 47 48 48 49 40 40 40 40 40 40 40 40 40 40	10 12 12 12	152 103 130 79 83 54 60 52 207 71 54 96 43 33 94 133 28 73 103 89 48 43 39 79 62 128 49 49 46 62 81 72 96 49 49 49 49 49 49 40 40 40 40 40 40 40 40 40 40 40 40 40	12 37 26 61 111 54 111 25 54 66 95 8 37 72 51 46 66 44 29 142 22 44 63 118 38 95 76 63 60 71 28 44 59 44 59 60 60 71 28 44 59 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 71 60 60 60 71 60 60 60 71 60 60 60 71 60 60 60 60 71 60 60 60 60 60 60 71 60 60 60 60 60 60 60 60 60 60	7 10 12 12 2 1 1 2 2 1 1 2 2 1 1 2 2 1 1 2 2 1 1 2 2 1 1 2 2 1 1 2 2 1

AND HIGH SCHOOLS—Continued and in the Various Subjects, etc.—Continued.

,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Occupation of Parents. Number of Pupils in the Various Subjects.													
Commercial.	Agricultural.	Professions.	Mechanical occupations.	Labouring.	Other callings.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Mediæval History.	Modern History.	Geography.
1 9 2 20 3 577 4 377 5 211 6 188 7 255 10 15 11 18 34 11 15 32 11 14 19 15 30 20 70 21 27 22 40 23 39 24 6 30 21 27 22 40 23 39 24 6 30 30 61 31 6 41 31 21 32 20 36 6 19 37 22 38 24 36 19 37 22 38 24 40 33 41 22 44 45 11 44 47 48 44 49 3 50 11 55 3 3 11 55 3 3 11 55 3 3 11 55 3 3 11 55 3 3 11 55 3 3 11 55 3 3 11 55 3 3 11 55 3 3 11 55 3 3 11 55 3 3 11 55 3 3 5 6 3	91 26 32 31 76 69 63 52 65 65 65 65 65 65 65 65 65 65	3 20 9 5 13 10 12 10 35 6 6 15 14 8 8 6 6 14 16 10 13 3 3 11 10 17 7 3 11 12 7 7 100 6 4 4 28 6 6 17 5 5 22 25 15 14 15 18 17 8 12 12 6 6 1 1 10 2 2 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	16 22 22 34 30 18 16 25 8 8 19 47	24 9 4 25	6 22 4 3 	132 145 101 114 132 145 69 160 47 70 100	153 175 2199 125 114 219 158 144 147 172 172 161 165 174 175 175 175 175 175 175 175 175 175 175		171 82 156 120 195 163 44 191 123 152 150 80 106 137 93 87 126 70 262 96 139 167 64 81 147 61 170 154 107 91 89 118 81 46 175 126 72 146 84 185 106 101 132 148 131 147 96 145 69 144 770 100 149	171 85 159 91 195 105 171 33 266 123 152 150 80 82 137 128 94 137 70 139 100 147 149 81 159 82 170 161 174 91 129 118 119 46 175 132 146 124 185 92 146 124 185 92 146 124 185 92 170 161 147 150 131 147 150 131 147 172 145 69 168 47 70 100 149	46 37 41 51 71 39 55 33 52 38 54 72 32 36 64 30 47 45 82 13 45 47 41 60 61 49 49 49 49 49 49 49 49 49 49 49 49 49	10 12 1 7 10 28 9 7 21 13 11 11 7 	15 5 101 7 6 1	171 103 135 98 121 81 100 44 227 82 100 272 82 100 122 68 69 130 69 102 123 146 159 80 130 146 159 107 118 118 119 118 119 119 119 119 119 119

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

			11.	<u></u> 1abi	e 1.—A	tenuan	.ce, ruj	ons in	the S	споотѕ
	[]	Numbe	r of Pu	pils in	the Var	ious Su	bjects.	—Conf	inued	•
High Schools—Continued.	Reading.	Arithmetic and Mensuration,	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.
1 Alexandria 2 Almonte 3 Arnprior 4 Arthur 5 Athens 6 Aurora 7 Aylmer 8 Beamsville 9 Belleville. 10 Bowmanville 11 Bradford 12 Brampton 13 Brighton 14 Caledonia 15 Campbellford 16 Carlton Place 17 Cayuga 18 Chesley 19 Colborne 20 Cornwall 21 Deseronto 22 Dundas 23 Dunnville 24 Dutton 25 Elora 26 Essex 27 Fergus 28 Forest 29 Gananoque 30 Georgetown 31 Glencoe 32 Gravenhurst 33 Grimsby 34 Hagersville 35 Harriston 41 Leamington 42 Listowel 43 Lucan 44 Madoe 45 Markham 46 Meaford 47 Midland 48 Mitchell 49 Mount Forest 50 Newburgh 51 Newcastle 52 Newmarket 53 Niagara 54 Niagara Falls South 55 North Bay 56 Norwood	171 103 133 98 124 84 106 44 227 84 97 78 80 83 78 81 138 62 71 44 334 82 100 122 68 63 101 159 86 116 68 57 93 69 102 32 93 117 52 101 111 132 95 46 160 89	171 140 134 100 124 84 161 44 252 84 118 80 83 78 138 62 130 44 286 95 100 122 68 63 101 147 86 136 116 68 85 57 129 69 119 46 174 173 72 101 130 118 88 101 132 131 132 145 101 114 132 138 69 160 47 68 100 149	171 147 147 147 147 147 149 1100 167 77 265 1300 150 166 80 114 149 187 70 276 99 147 160 170 79 130 159 138 142 157 115 128 127 123 51 185 189 63 134 166 213 125 114 205 137 142 147 172 148 69 144 149	123 92 106 142 195 77 167 77 176 130 148 166 50 114 109 130 258 99 88 114 170 40 90 159 138 142 157 115 94 74 127 102 138 147 147 148 126 126 126 126 127 148 148 148 148 148 148 148 148 148 148	11 12 8 8 7 7 6 6 6 6 7 17 18 12 5 7 17 18 12	130 70 93 57 78 46 141 26 90 55 108 153 43 101 92 119 36 95 200 69 73 101 88 54 117 140 70 50 49 24 102 88 50 103 121 60 175 103 121 60 175 105 80 94 93 100 144 93 100 144 93	11 12 12 12 16 28 30 10 13 57 16 5 6 8 21 35 6 6 9 7 8 8 22 16 25 6 7 3 3 60 18 6 20 25 11 17 16 3 25 16 3	162 142 129 123 179 93 138 20 203 97 120 161 70 107 100 110 74 119 65 241 59 110 92 103 44 120 150 93 96 81 68 82 69 85 80 188 125 182 116 198 130 100 200 123 124 121 149 97 47 130 88	3 3 3 6 4 3	140 106 104 106 195 84 116 44 223 90 109 82 80 87 77 40 97 87 75 122 76 71 104 102 123 257 93 69 81 32 101 161 31 88 69 77 128 80 81 81 81 81 81 81 81 81 81 81 81 81 81

AND HIGH SCHOOLS—Continued and in the Various Subjects, etc.—Continued.

Numbe	r of Pu	pils in the	Variou	s Sub	jects	-Conti	nued.			Speci	ial Co	urses.	
Botany.	Chemistry.	Physics. Mineralogy.	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Commercial.	Agriculture.	Manual Training.	Household Science.	Art.
1 140 2 106 3 144 4 106 5 195 6 84 7 116 8 44 9 223 10 90 11 109 12 82 13 80 14 87 15 90 16 138 17 69 18 77 19 40 20 97 21 87 22 75 23 122 24 76 25 71 26 104 27 102 28 95 29 52 30 123 31 2 32 57 33 93 34 69 35 81 36 32 37 101 38 160 39 31 40 84 41 97 42 128 43 85 44 67 45 18 46 94 47 112 48 111 49 135 50 95 51 46 52 85 53 22 54 14 55 105 56 85	97 92 18 130 92 112 128 53 6 69 135 15 15 15 15 15 16 17 18 18 18 18 18 18 18 18 18 18	155 138 110 157 101 97 93 127 120 46 184 183 61 135 150 215 125 125 125 127 146 172 110 146 172 110 146 172 172 173 174 175 175 175 175 175 175 175 175	55 88 98 124 66 106 44 163 55 97 78 43 55 97 78 43 55 97 78 43 51 78 44 43 55 97 100 100 100 100 100 100 100 10	444 91 67 116 60 61 80 80 81 81 96 95 95 46 97 97	3 4 8 20 111 22 20 3 3 4 4 10 11 21 21 20 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4	12 10 10 62 27 37 4 35 9 7 4 35 22 20 16 20 40 16 37	79 69 76 36 92 156 46 98 92 116 70 61 132 75 101 111 132 95 46 50 22 27	142 195 165 137 36 38 148 140 86 177 116 135 154 104 122 57 158 147 81 147 81	17 12 12 28 35 14 4 4 4 1 12 20 1 1 1 1 1 2 2 1 1 1 1 1 1 2 2 1 1 1 1		20		

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

		Pu	pils.		Num	ber of F	Pupils
High Schools.—Continued.	Boys.	Girls.	Totals.	Average Attendance.	Lower School.	Middle School,	Lower School.
57 Oakville 58 Omemee 59 Orangeville 60 Oshawa 61 Paris 62 Parkhill 63 Pembroke 64 Penetanguishene 65 Petrolea 66 Plantagenet 67 Port Arthur 68 Port Dover 69 Port Elgin 70 Port Hope 71 Port Perry 72 Port Rowan 73 Prescott 74 Richmond Hill 75 Rockland 76 Sault Ste. Marie 77 Simcoe 78 Smith's Falls 79 Smithville 80 Stirling 81 Streetsville 82 Sudbury 83 Sydenham 84 Thorold 85 Tillsonburg 86 Toronto, Malvern 87 Toronto, Oakwood 88 Toronto, Riverdale 89 Toronto, Technical 90 Trenton 91 Uxbridge 92 Vienna 93 Walkerton 94 Wardsville 95 Waterdown 96 Waterford 97 Watford 98 Welland 99 Weston 100 Wiarton 101 Williamstown 102 Wingham	61 39 100 98 61 777 87 48 72 26 57 32 38 76 62 29 65 60 18 131 115 27 74 86 212 152 693 73 85 157 71 177 177 179 179 179 179 179	48 91 112 74 74 73 76 61 101 101 52 122 122 122 122 123 166 116 129 50 63 41 64 76 91 161 130 470 93 67 74 74 75 76 76 76 76 76 76 76 76 76 76	87 191 210 135 150 163 109 173 75 145 66 90 198	7 119 125 125 100 65 103 47 74 144 94 74 147 125 151 177 125 151 46 40 80 104 150 219 196 103 209 99 933 36 57 57 67 67 67 67 67 67 67 67 67 67 67 67 67	44 84 154 98 101 109 83	43 97 42 42 5 26 26 6 33 7 47 26 41 14 23 22 25 48 32 25 48 32 21 35 21 35 21 35 29 50 45 110 88	10 14 11 16 7 8 10 19 5
1 Totals, High Schools	7,455 8,321		15,752 17,349	9,705 11,086	9,938 10,706	4,672 5,011	1,142 1,632
3 Grand Totals, 1909	15,776 14,731	17,325 17,181	33,101 31,912	20,791 19,862	20,644 20,171	9,683 9,108	2,774 2,633
5 Increases	1,045		1,189	929	473	575	141
7 Percentages* * 1st year pupils. † 2	47.66 nd year p			62.81	And the second second	29.25	8.38

AND HIGH SCHOOLS—Continued and in the Various Subjects, etc.—Continued.

Num	ber of	Pupils fro	om—		Occ	eupation of	f Parents.		
Municipalities composing the High School	District.	Municipalities within the County or Territorial District.	Other Counties or Districts.	Commercial.	Agricultural.	Professions.	Mechanical Occupations.	Labouring.	Other Callings.
91 92 93 94 95 96 97 98 99 100 101 102	55 41 89 155 94 60 137 109 101 44 145 39 42 107 48 55 110 15 30 238 83 146 29 38 83 146 29 38 151 63 83 143 365 26 108 151 63 65 26 66 136 67 66 68 60 136 60 136	94	1 7 3 10 9 10 10 14 7 1 1 24	15 9 49 62 37 23 54 30 43 16 45 16 23 36 25 11 11 12 15 20 33 63 21 43 10 45 11 11 12 15 20 30 30 30 43 43 43 45 45 45 45 45 45 45 45 45 46 47 48 48 48 48 48 48 48 48 48 48	52 54 90 42 36 70 23 20 49 42 3 27 30 92 92 52 20 33 70 19 22 86 53 47 77 43 3 119 20 54 42 3 3 70 50 50 50 50 50 50 50 50 50 5	13 10 15 8 11 27 18 9 6 3 10 4 2 8 5 6 15 20 1 28 10 9 4 3 5 6 6 15 20 1 1 28 10 9 4 3 10 10 10 10 10 10 10 10 10 10 10 10 10	14 3 28 70 35 13 41 22 30 3 50 9 10 42 17 3 36 13 10 96 32 49 4 9 9 9 9 7 18 22 45 37 58 547 58 547 58 547 58 547 58 547 58 547 58 547 58 58 58 58 58 58 58 58 58 58	14 4 7 14 14 12 22 28 42 11 35 7 20 18 9 13 32 6 21 69 16 25 4 11 3 6 6 6 6 4 4 11 3 6 6 6 6 6 6 6 6 6 6 6 6 6	6 7 2 14 2 5 5 3
1 2	$9,550 \\ 12,628$	5,130 4,009	712	$\frac{3,580}{5,043}$	3,603	1,767	3,883 6,902	$\frac{1,556}{3,147}$	1,497 2,187
	22,178 20,949			8,623 8,242	9,206 8,907	2,989	6,613	2,798	2,363
5 6	1,229	82	42		299	47	289		176
7	67,0	27.6	5.39	26.05	27.81	9.17	20.85	9.50	6,60

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

		, 11	.—Table	2 1.—At	tendance	e, Pupils	in the	Schools
					N	umber o	f Pupil	ls in the
	High Schools.—Continued.	English Grammar,	English Composition and Rhetoric,	English Literature,	Canadian History.	British History.	Ancient History.	Mediæval History.
58 58 58 66 67 68 66 67 68 69 67 77 77 77 77 77 77 77 77 77	Port Rowan Prescott. Richmond Hill Rockland. Sault Ste. Marie Simcoe Smith's Falls. Smithville. Stirling. Streetsville. Sudbury	44 107 169 189 134 109 83 124 61 128 66 60 60 134 105 57 91 56 275 142 156 156 275 140 91 91 91 225 161 113 36 115 57 102 117 117 118 119 119 119 119 119 119 119 119 119	87 190 207 135 148 163	87 190 210 135 148 163 109 173 173 142 66 90 198 198 110 57 149 123 56 296 196 221 177 125 74 138 177 77 125 74 138 162 153 162 162 163 163 163 163 163 163 163 163 163 163	7 44 9 186 9 104 104 105 109 108 108 108 108 108 108 108 108	8 87 188 188 138 138 138 138 138 138	7 44 9 99 42 6 20 8 33 5 50 6 26 2 44 6 20 6 22 8 35 8 35 8 45 8 42 8 35 8 25 8 35 8 25 8 35 8 40 8	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$

AND HIGH SCHOOLS—Continued and in the Various Subjects, etc.—Continued.

Various Subjects.

Modern History.	Geography.	Reading.	Arithmetic and Mensuration.	Algebra,	Geometry.	Trigonometry.	French.	German.
57	95 44 107 169 98 101 109 83 124 61 121 44 60 124 76 32 91 91 91 91 56 275 142 156 56 104 63 88 120 62 98 139 288 220 472 118 118 119 119 119 119 119 119	95 87 107 169 98 101 109 83 137 61 121 44 60 124 105 32 91 91 41 263 140 156 56 88 88 104 62 98 139 288 242 128 128 130 130 130 130 130 130 130 130	112 44 114 169 98 134 109 83 139 61 135 66 90 124 105 57 99 91 56 275 142 156 63 92 140 91 98 131 288 225 767 141 113 36 130 58 41 113 113 114 114 115 115 115 115 115 115	98 87 189 174 120 146 162 109 171 75 130 66 80 165 110 57 134 123 56 290 170 221 77 71 125 69 130 143 91 103 172 371 279 559 128 152 31 132 54 62 87 180 180 180 180 180 180 180 180	98 87 189 145 85 146 113 107 171 75 78 48 80 165 123 54 140 120 221 41 125 52 120 143 91 135 132 361 361 37 38 48 66 80 80 80 80 80 80 80 80 80 80	9 13 10 15 4	63 147 131 50 72	6 19 31 5 8
$ \begin{array}{ccc} 1 & 627 \\ 2 & 824 \end{array} $	10,938 11,628	10,502 11,978	12,161 13,882	14,440 15,046	12,304 12,918	837 1.275	9,277 10,443	1,479 2.850
3 1,451 4 1,308	22,566 $22,518$	22,480 22,404	26,043 26,248	29,486 28,154	25,222 23,752	$\frac{2,112}{2,095}$	19,720 18,960	4,329
5 143 6	48	76	205	1,332	1,470		760	320
7 4.38 6 E.	68.17	67.91	78.67	89.07	76.19	6.38	59,57	13.07

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

High Schools.—Continued.	_					Nı	umber o	f Pupil	s in the
58 Omeme		High Schools.—Continued.	Latin.	Greek.	Zoology.	Botany.	Chemistry.	Physics.	Mineralogy.
7 Percentages	58 59 60 61 62 63 64 65 66 67 77 78 77 78 77 78 79 80 81 82 83 84 85 86 87 97 97 98 99 91 91 91 91 91 91 91 91 91	Omemee Orangeville Oshawa Paris Parkhill. Pembroke Penetanguishene Petrolea Plantagenet Port Arthur. Port Bigin Port Hope Port Perry Port Rowan Prescott Richmond Hill Rockland Sault Ste. Marie Simcoe Smith's Falls Smithville Stirling Streetsville Sudbury Sydenham Thorold Tillsonburg Toronto, Malvern Toronto, Oakwood Toronto, Riverdale Toronto, Technical Trenton Uxbridge Vienna Walkerton Wardsville Waterdown Waterford Watford Welland Weston Williamstown Wingham Totals, High Schools Totals, Collegiate Institutes Grand Totals, 1909 Grand Totals, 1908 Increases	75 117 111 84 125 78 81 105 24 80 58 76 107 90 51 89 96 37 253 94 167 58 102 56 105 144 61 121 167 355 239 130 117 20 92 48 46 79 112 138 128 77 88 198 10,801 12,072	1 1 4 4 9 35 25 1 1 3 2 200 554 754 680	44888 91 101 107 112 83 127 61 79 44 60 98 81 32 67 91 47 264 140 164 45 104 54 88 8111 59 102 145 294 225 71 152 28 86 43 45 45 17 3 188 105 77 168 9,342 8,680 18,022 16,883	44 88 91 102 107 112 83 127 61 79 44 60 98 81 32 67 91 145 264 140 164 45 104 55 104 54 88 111 59 102 145 294 225 	87 101 44 36 102 103 103 103 103 104 147 80 96 64 57 38 255 140 94 44 81 52 108 99 11 71 11 11 11 12 14 14 15 16 16 16 16 16 16 17 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18	7 187 1 186 1 115 1 115 1 116 1 160 1 147 1 160 2 169 5 75 1 90 6 55 1 125 1 23 1 25 1 125 1 80 2 211 1 77 1 25 6 44 8 143 8 9 1 35 1 72 2 150 3 109 5 6 6 6 6 9 8 144 1 100 1	3 6 2 6 3 8 9 3 6 9 6 6 9 6 6 7 4 7 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 7 6 6 7 6 6 7 8
7 Fercentages 69.10 2.27 54.44 55.65 50.19 77.83 2.23	_ 7	Percentages	69.10	2.27	54.44	55.65	50.19	77.83	2.23

AND HIGH SCHOOLS—Continued and in the Various Subjects, etc.—Concluded.

Vario	us Subjects.	-Concl	uded.					Speci	ial Cours	ses.	
	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Educa- tion.	Commercial.	Agriculture.	Manual Training.	Household Science.	Art.
57 58 59 60 61 62 63 64 65 66 67 71 72 73 74 75 76 77 78 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 97 98 98 98 98 98 98 98 98 98 98 98 98 98	65 44 102 169 63 101 169 59 71 61 18 60 124 76 32 91 62 35 275 100 72 38 104 45 59 101 288 107 483 85 72 222 52 52 54 59 101 288 107 483 85 76 76 76 76 76 77 78 78 78 78 78 78 78 78 78	81 71. 75. 69 18. 60 124 76. 32. 59 62. 35. 218 100 72. 35. 104 40. 97. 131. 149. 439. 30. 75. 40. 86. 40. 40. 40. 40. 40. 40. 40. 40	14 16 20 439 14 20 23	30	83 . 124 . 75 . 115 . 126 . 126 . 126 . 127 . 127 . 128 . 12	147 98 150 60 198 100 25 149 56 297 100 87 150 212 34 130 58 63 182	60 839 838 86 66 86 88 88 88 88 88 88 88 88 88 88	5	64	(8)	528
$\frac{1}{2}$	$ \begin{array}{r} 8,624 \\ 8,832 \\ \hline 17,456 \end{array} $	15,234	$\frac{2,483}{3.869}$	$\frac{1,795}{2,933}$	9,870 $8,619$ $18,489$	$\frac{15,069}{21,015}$	$\frac{1,97}{2,86}$	4 4	1,580	2.33	4 641
	17,455		3,878	$\frac{2,897}{36}$	17,179			5 120 1 8		73	
6			9		55 95	63.48	8.6	-		_	5 1.98
7	52.73	46.02	11.68	8.86	55.85	05.48	0.0	0, 1			

COLLEGIATE INSTITUTES

III.—Table K.—

						-		
	frame	a	ted			,	F	Equip-
Collegiate Institutes.	or	Schoolhouse. Number of acres in	Schools under United	Value of library.	Value of type-writers.	Value of scientific apparatus.	Value of charts, maps and globes.	Value of models for drawing.
1 Barrie 2 Berlin 3 Brantford 4 Brockville 5 Chatham 6 Clinton 7 Cobourg 8 Collingwood 9 Fort William 10 Galt 11 Goderich 12 Guelph 13 Hamilton 14 Ingersoll 15 Kingston 16 Lindsay 17 London 18 Morrisburg 19 Napanee 20 Niagara Falls 21 Orillia 22 Ottawa 23 Owen Sound 24 Perth 25 Peterborough 26 Picton 27 Renfrew 28 Ridgetown 29 St. Catharines 30 St. Mary's 31 St. Thomas 32 Sarnia 33 Seaforth 34 Stratford 35 Strathroy 36 Toronto, Harbord 37 Toronto, Parkdale 38 Toronto, Jarvis 39 Toronto, Humberside 40 Vanleek Hill 41 Whitby 42 Windsor 43 Woodstock Totals.	B B B B B B B B B B B B B B B B B B B	$egin{array}{cccccccccccccccccccccccccccccccccccc$		1,058 668 872 842 732 982 1,760 888 1,188 809 1,006 1,193 742 795	5 1,074 500 112 2 1,200 2 150 530 530 530 547 270 285 90 180 570 460	1 1,308 762 1,267 2 1,839 967 1,023 628 664 1,547 554 1,616 1,898 966 875 1,206	\$ 136 160 111 150 148 115 159 96 134 56 66 152 213 94 49 268 132 131 114 113 175 134 113 175 134 112 172 120 110 110 124 190 193 112 56 56 56 56 56 56 56 56 56 56 56 56 56	57 86 54 54 58 50 52 50 58 42 50 50 50 50 50 50 50 50 50 50

AND HIGH SCHOOLS-Continued

Miscellaneous Information.

ment.			Reli	gious a Exerci		er	Destination of Pupils.
Value of gymna- sium (not includ- ing equipment).	Value of equip- ment of gymna- sium.	Value of museum, aquarium, etc.	Schools using authorized Scrip- ture readings	Schools opened with prayer. Schools closed	with prayer. Schools using Bible.	Commencement exercises.	Number who entered mercantile life. Number who became occupied with agriculture. Number who entered the professions of law, medicine and the church. Number who became teachers. Number who entered any other nuclession. Number who entered any other nuclession. Number who left to other occupations of the size of t
6 7 3, 8 1, 9 10 1, 11 2, 12 2, 13 * 14 15 4, 16 4, 17 1, 18 19 20 1, 221 1, 22 7, 23 3, 24 25 26 5 27 28 29 30 31 1 32 1 33 34 2 35 36 37 10 38 3 39 40 41 42 3 41 42 3 44 3 1	100	33 10 55 11 6 6 11 12 13 17 17 18 20 10 10 11 11 11 12 13 14 15 16 16 16 16 16 16 16 16 16 16	88		i		$\begin{array}{cccccccccccccccccccccccccccccccccccc$

^{*} Gymnasium is part of main building.

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

· —								T71 . *
	frame	in.	ited					Equip-
High Schools.	Brick, stone or fra school house.	Number of acres i playground.	Schools under United Board.	Value of library.	Value of type- writers.	Value of scientific apparatus.	Value of charts, maps and globes.	Value of models for drawing. Value of gymna- sium (not includ- ing equipment,)
1 Alexandria 2 Almonte. 3 Arnprior 4 Arthur 5 Athens 6 Aurora 7 Aylmer. 8 Beamsville 9 Belleville 10 Bowmanville 11 Bradford 12 Brampton 13 Brighton 14 Caledonia. 15 Campbellford 16 Carleton Place 17 Cayuga 18 Chesley 19 Colborne. 20 Cornwall 21 Deseronto 22 Dundas. 23 Dunnville. 24 Dutton 25 Elora 26 Essex 27 Fergus 28 Forest. 29 Gananoque 30 Georgetown 31 Glencoe 32 Gravenhurst 33 Grimsby 34 Hagersville 35 Harriston 36 Hawkesbury 37 Iroquois 38 Kemptville 39 Kenora 40 Kincardine 41 Leamington 42 Listowel 43 Lucan 44 Madoc 45 Markham 46 Meaford 47 Midland 48 Mitchell 49 Mount Forest 50 Newburgh 51 Newcastle 52 Newmarket 53 Niagara 54 Niagara Falls South 55 North Bay 56 Norwood	$\mathbf{B}\mathbf{S}\mathbf{B}\mathbf{B}\mathbf{S}\mathbf{B}\mathbf{B}\mathbf{B}\mathbf{B}\mathbf{B}\mathbf{B}\mathbf{B}\mathbf{B}\mathbf{B}B$	$\begin{array}{c} 1 \\ 2\frac{1}{4} \\ 4\frac{1}{2} \\ 6 \\ \frac{3}{4} \\ 1\frac{1}{2} \\ 2 \\ 1\frac{1}{2} \\ 2 \\ 2 \\ 2 \\ 2 \\ 2 \\ 2 \\ 2 \\ 2 \\ 2 \\$		453 599 373 492 287 473 324 771 220 325 272 640 397 598 419 316 271 378 549 367 674 481 304 481 306 348 348 369 369 369 369 369 369 369 369	\$ 135 95 140 35 65 455 230 160 70 367 65 70 150 141 530 270 90 540 95 95	\$ 482 548 367 693 527 490 769 332 704 572 506 618 422 648 588 385 355 433 435 651 532 637 687 563 328 564 334 467 577 324 4336 536 328 564 1,287 542 471 777 443 559 665 537 784 568 430 634 467 577 324 471 777 443 559 665 537 784 568 435 430 634 467 577 324 471 777 443 559 665 537 784 568 328 306 582 197 339 486 324	\$ 75 61 89 136 64 69 137 65 51 53 300 67 23 49 86 65 52 37 96 67 94 79 70 86 60 53 54 26 52 134 68 54 82 116 55 69 99 53 53 53 43 75 51 74 72 51 164 81	\$ 23

HIGH SCHOOLS-Continued

Information.—Continued.

ment.	Religiou	is and other	Exer	cises.		Dest	tination o	f Pupils.
Value of equipment of gymnasium. Value of museum, aquarium, etc.	Schools using authorized Scripture readings.	Schools opened with prayer. Schools closed with prayer.	Schools using Bible.	Commencement exercises.	Number who entered mercantile life.	came occupied with agriculture.	Numberwhoenter- ed the professions of law, medicine and the church.	Number who became teachers. Number who entered any other profession. Number who left for other occupations.
13 5 14 5 15 2 16 17 18 5 19 20 21 21 21 22 39 23 22 39 23 26 205 5 27 28 10 3 28 30 5 11 31 36 10 33 32 33 33 34 36 37 27 38 39 40 21 41 35 42 43 44 44 45 48 49 40 259 47 48 49 10 50 50 51 52 97 53 14 10 50 <td< td=""><td>1</td><td>1 1 1 1</td><td></td><td></td><td>6 3 3 3 4 8 8 3 7 7 4 4 8 8 9 9 12 2 100 3 3 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1</td><td>6 10 16 15 3 7 12 18 10 4 4 7 7 7 6 6 100 4 4 111 2 2 100 6 6 8 8 1 1 16 6 6 6 4 4 8 8 8 6 6 6 4 4 4 4 4 4 4 4 4 4 4 4 4 4</td><td>4 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3</td><td>2 38 7 6 88 7 6 7 5 5 4 1 1 3 1 3 1 3 1 3 1 4 1 1 1 1 1 1 1 1</td></td<>	1	1 1 1 1			6 3 3 3 4 8 8 3 7 7 4 4 8 8 9 9 12 2 100 3 3 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	6 10 16 15 3 7 12 18 10 4 4 7 7 7 6 6 100 4 4 111 2 2 100 6 6 8 8 1 1 16 6 6 6 4 4 8 8 8 6 6 6 4 4 4 4 4 4 4 4 4 4 4 4 4 4	4 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	2 38 7 6 88 7 6 7 5 5 4 1 1 3 1 3 1 3 1 3 1 4 1 1 1 1 1 1 1 1

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

AT-AA A-AA										
	9		p						Eq	uip-
	frame	ä	United				,	,		
	ti.		CD	Ŋ.		scientific	alue of charts, maps and globes	202	- 7	ng E. O
High Schools.	stone or house.	acr.	er	rar	-əe	nt	charts,	del	nn	ent
High Schools.	Brick, stone c school house	Number of a	under	lib	tyr	scie	cha d	mo juj	Syl	t n
	st	er (n sa Fi	of	of rs.	of s	of	of 1	JC.	
	ck,	nbe	ool	ne	alue of writers	ne (ne ps	Je dr	le (m ed
	Brick, schoo	Number of acres	Schools Board.	Value of library	Value of type- writers.	Value of sci apparatus.	Value of maps an	Value of models for drawing.	Value of gymna-	sium (not incluing equipment.)
		=	,			> 	>			
57 Oakville	В	1.41	1	\$ 30.	\$ 150	\$_	\$	\$	5	\$
58 Omemee	B	1 1				$\begin{array}{c c} & 555 \\ \hline & 278 \end{array}$				
59 Orangeville	В	2		697	7]	671	92		· · · · ·	
60 Oshawa	B	31						55	5	
61 Paris	ВВ	4 5	1							
63 Pembroke	B	1 4							3	
64 Penetanguishene	В	10			3 - 180	643	56	55	5	
65 Petrolea	B B	14		484 150		655				
67 Port Arthur	B	3	1			186 589				
68 Port Dover	B	11/2	1	478	100	519			`	
69 Port Elgin	ВВ	11					50		`	
71 Port Perry	В	1 1 2 3	1	768		$\begin{array}{c} 957 \\ 623 \end{array}$	86 58			
72 Port Rowan	В	2	ı			383	. 50			
73 Prescott	В	18	1				108			
74 Richmond Hill	B B	$\frac{1\frac{1}{2}}{3\frac{1}{2}}$	1	$ \begin{array}{c c} & 222 \\ & 247 \end{array} $		323 288	42 52			
76 Sault Ste. Marie	В	434		500		559	36			
77 Simcoe	В	5	1	485		833	144	50),	31
78 Smith's Falls	B B	$2^{\frac{3}{4}}$	1	221		636	68			
80 Stirling	В	$2\frac{1}{2}$	1			427 328	53 42			
81 Streetsville	В	18		309	195	317	60			
82 Sudbury 83 Sydenham	В	5		76		202		2		
83 Sydenham	S B	1½ 2¼		$\frac{401}{303}$		454 464	69 133			
85 Tillsonburg	B&S	3		306		584	91	52		
86 Toronto, Malvern	В	3	1			474	65			
87 Toronto, Oakwood	B B	4	$\frac{1}{1}$			1,612 $1,796$	$\frac{146}{105}$			
89 Toronto, Technical	B	1 2	1			7,448		1,006		
90 Trenton	В	$3\frac{1}{2}$	1			524	72	60		
91 Uxbridge	B B	1 5	$\frac{1}{1}$			693 329	$96 \\ 105$	40		
93 Walkerton	B	1.1		359		579	50	57 55		
94 Wardsville	В	2	1	306		309	88	51		
95 Waterdown 96 Waterford	S B	3 ₄ 3	1	260 451		403 612	59	50		
97 Watford	В	2		375	90	601	95 137			
98 Welland	В	$1\frac{1}{2}$		328		682	67			
99 Weston 100 Wiarton	В	34			50	506	105	40		
101 Williamstown	$-\frac{S}{B}$	3	* * * * * *			$\frac{405}{463}$	53 101			
102 Wingham	В	3				455	60			
			40	19 194	0 490	69 454	7 404			
1 Totals, High Schools 2 Totals, Collegiate Institutes			48	42,124	8,436 16,856	62,474 $56,290$	5,484	2,751	4,6	102
3 Grand Totals, 1909			73	86,257	25,292	118,764	12,975	8,415	84,8	809
4 Grand Totals, 1908			69	80,412	24,009	110,721	12,676:	5,034	70,4	183
5 Increases			4	5.845	1.283	8,043	299	3.381	14 :	326
6 Decreases										
7 Percentages						* * * * * *		:	-	errimannap.e
· Telechiages · · · · · · · · · · · · · · · ·			-50.54			******	;			

HIGH SCHOOLS—Concluded

Information.—Concluded.

ment.	Rel	igious a	and other	Exerc	ises.		Destinatio	n of	Pupils		
Value of equipment of gymnasium.	aquarium, etc. Schools using authorized Scrip-	ture readings. Schools opened	with prayer. Schools closed with prayer.	Schools using Bible,	Commencement exercises.	tered mercantile life. Number who be-	came occupied with agriculture. Number whoentered the professions of law, medicine	and the church.	came teachers.	d all ess	left for other occupations.
\$ 57	\$ 30					8 2 9 23 9 3 19 13 12 1 20 3 4 18 14 1 12 4 4 9 14 10 1 1 7 7 5 3 . 2 2 28 163 16 6	7 5 6 4 3 3 2 2 8 8 8 6 6 8 8 8 8 8 8 8 8 8 8 8 8 9 9	122 .122 .132 .2315 214 455 3112 6	1 10 19 3 2 6 7 3 6 6 7 3 6 6 15 3 2 1 1 5 6 7 1 1 5 8 8 1 1 4 2 2 5 3 3 4 4 3 5 5 5 5 4 4 1 5 9 8 3 4 4 3 5 5 5 5 5 4 1 5 9 8 3 6 1 5 6 1	1 14 8 8 2 3 5 2 2 2 2 6 1 2 2 9 9 228	9 1 1 1 1 2 2 2 2 1 2 1 2 1 2 1 2 1 2 1
$\begin{array}{ccc} & 1,724 \\ & 2 & 9,164 \end{array}$	2,768 6,010	34 18	98 42	15 3 4 1			679 410	135 248	681	276	3,292
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	8,778 7,239	52 50		19 5 6 4		2,164 1,695	1,089		1,246 1,387	486	3,275
5 1,291		2.		13	8 5	469		'			
0		35.86	96.55 13	.1 34.4	8.60.69	24.94	12.55	4.41	14.36	5.79	37.94

TABLE L.—PROTESTANT SEPARATE SCHOOLS.

·		ILBIAI	VI SELA	MALE			
	No. 1 Grattan	No. 2 Hagarty.	No. 6 North Planta- genet.	No. 1 North Tilbury.	L'Orig- nal, Village.	Penetan-guishene, Town.	Totals.
Number of Schools	1	1	1	1	1	1	6
Receipts: Balances from 1908 Government grants Municipal grants and assess	88 76	\$ c. 4 00 96 00	26 38	309 41 122 17	31 83 7 10 30	47 44	955 91
ments Other sources	577 46 45 00	511 00 4 00	210 67		14 00		
Totals	903 12	615 00	608 38	745 50	593 13	8,184 09	11,649 22
Expenditure: Teachers' salaries School sites and buildings Libraries, maps, apparatus	15 50	350 00 44 00	550 00	10 48	3	2,110 13 4,454 25	4,180 13 4,524 23
etc Other expenses	101 58	220 00	55 34	50 49	61 00	35 78 1,533 03	$\begin{array}{c} 42 \ 71 \\ 2,021 \ 44 \end{array}$
Totals	492 08	614 00	605 34	437 90	486 00	8,133 19	10,768 51
Balances on hand	411 04	1 00	3 04	307 60	107 13	50 90	880 71
Teachers: Male Female Certificates Salaries	1 III \$375	1 Temp. \$350	1 III \$325	III	\$425	Male \$750 Female	5 II; 3 III; 1 Temp. Av. male \$750 Av. female
Pupils: Total number attending. Boys. Girls Average attendance No. in Primer " 1st Book " 2nd " " 3rd " " 4th " " beyond 4th Book " in Art " Geography " Music " Literature " Composition " Grammar " English History " Canadian History " Canadian History " Physiology & Hygiene " Nature Study. " Physical Culture " Bookkeeping " Arith. & Mensuration. " Algebra " Geometry " Elementary Science. Brick, frame or log school house	1.				18 6 15 4 3 1 8 4 24 24 24 24 24 24 24 24 24 3 3 3 3 3	\$442 244 130 114 168 85 29 39 42 49	\$394 402 221 181 250 127 56 59 72 83 5 402 350 344 380 350 141 78 200 371 402 268 4 4 3 3 4 3 3 3 4 4 3 4 4 4 5 6 6 6 7 8 8 8 8 8 8 8 8 8 8 8 8 8
Number of maps	5	3					3 Bk.; 3 Fr.
Number of globes		1	11	10	12	$\frac{10}{1}$	51
					1		U

TABLE M.—REPORT ON KINDERGARTENS.

Municipality.	Number of Kindergartens.	Number of Teachers.	Head Directors.	Assistants.	Average Salary, Head Directors.	Average Salary, Assistants.	*Number of Pupils attending.	Average daily attendance.
Cities: Brantford Chatham Fort William Guelph Hamilton Kingston London Ottawa Peterborough Port Arthur St. Catharines St. Thomas Stratford Toronto Towns: Aylmer Barrie Berlin Cobourg Collingwood Dundas Galt Hespeler Ingersoll Listowel North Bay Owen Sound *Paris Picton Preston Simcoe Tillsonburg Waterloo Welland	5 3 1 14 4 19 19 5 1 2 4 3 3 5 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	11 6 6 2 16 4 34 39 6 2 2 5 6 137 2 1 1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1	5 3 3 1 4 4 19 20 5 1 2 3 3 5 3 1 1 1 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1	6 3 3 1 2 2 3 84 1 1 1 1 1 1 1 1 1 2 2 3 84 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	\$ 371 458 660 425 569 400 610 542 465 600 433 433 598 375 450 400 450 550 500 450 325 500 350 400 350 350 400 425 350	\$ 221 300 250 225 375 402 389 400 350 250 300 424 150 	584 815 227 123 1,529 318 1,527 1,787 416 53 220 329 430 7,654 107 61 277 122 106 113 120 92 101 75 81 383 58 103 103 108 78 90	21.1 138 81 42 576 1.66 1.8 65 1.8 1.80 2.500 46 21.3 20.3 47 44 2.5 2.5 30 47 44 45 45 45 45 46 47 47 48 48 48 48 48 48 48 48 48 48
Totals, 1909 Totals, 1908	165 156	312 288	165 154	147 134	534 516	385 378	17,816 16,477	0.524
Increases	9	24	11	13	18	7	1,339	Sins

^{*} School opened in September.

TABLE N.—REPORT ON NIGHT SCHOOLS.

	Number of Night Schools.	Teachers.	Pupils attending.	Avera
Cobourg	1 13 1	2 23 6	1,236 60	5) 5) 5
Totals	15	31	1,344	4-1)

	T	ABLE O.—	REPORT OF	N TRUANC	Υ.		
Cities.	Number of children otherwise employed during school hours.	Number of cases of truancy reported to the Truant Officers.	Number of notices sent by Truant Officers to parents or guardians.	Number of complaints made before Police Magistrates or J. P's.	Number of convictions.	Number of complaints entered by T. O's against parents, guardians or corporations	Number of children re- ported by Teachers as not attending any, school,
Belleville Brantford Chatham Guelph Hamilton Kingston London Niagara Falls Ottawa Port Arthur		87 22 47 37 153 112 10 5 351	87 65 47 39 700 112 65 19 78 6	14 1 55 4 16 2 3	6 1 13 2 1	1 55 10 2 5	200
St. Catharines St. Thomas Stratford Toronto Woodstock Towns.	4 6	30 63 61 6,427 3	23 34 425 75 57	$\begin{array}{c} 1 \\ 1 \\ 17 \\ 18 \\ 5 \end{array}$	1 1 4 3	1 17 18 2	3
Alliston. Almonte Arnprior Barrie Berlin Bothwell Bowmanville Bracebridge Brampton Campbellford Cobourg Collingwood		2 56 21 22 2 1 19 4 18	14 56 14 18 37 1 19 2 18 10 8	2 2 2	2	2 2	3 2 123 19
Copper Cliff Cornwall Dresden Dundas Durham Essex Forest Galt Gananoque Haileybury	• • • • • • • • • • •	15 68 15 7 7 7 21	68 10 10 15 13 3 12 17 9	1 1 1	1	1 1	5 2 22 1 3 4 13 9
Hanover Ingersoll Kenora Leamington Lindsay Listowel	1	52 8 2	8 20 2 51	1 4	1	1	18 24
Meaford. Milton Mitchell New Liskeard Newmarket Niagara North Toronto.	5	50 4 5 4 35 4 11	35 4 3 7	4		1	4 4 12 4 3
Orangeville. Orillia Oshawa Owen Sound Paris Parkhill Parry Sound	5 3	30 4 15 30 5 2 5	15 17 9 2 36	2	2	8	2 4
Pembroke Perth Picton Port Hope Prescott Preston Rainy River	1	12 14 50 4 7 2 4	18 8 16 4	3 4	1 1 .	6	12 4
Ridgetown St. Mary's Sandwich	2	5 4 8	2 4				8

TABLE O.—REPORT ON TRUANCY.—Concluded.								
		.—REPOR			ncluded			
Towns,—Continued.		Number of cases of truancy reported to the Truant Officers.	Number of notices sent by Truant Officers to parents or guardians.	Number of complaints made before Police Magistrates or J. P's.	Number of convictions.	Number of complaints entered by T. O's against parents, guardians or corporations	Number of Children reported by Teachers as not a conting any school.	
Sarnia Seaforth Simcoe Smith's Falls Thorold	$\begin{bmatrix} 2\\3\\5\\\ldots \end{bmatrix}$	$\begin{bmatrix} 3 \\ 8 \\ 10 \end{bmatrix}$	$\begin{array}{c} 2 \\ 10 \\ 75 \\ 15 \\ 8 \end{array}$	3	2	5	7 8 9	
Tilbury			6 4			4	• • • • • • • • • • • • • • • • • • • •	
Walkerville		5 6 35	$egin{array}{c} 3 \\ 1 \\ 6 \end{array}$					
Wallaceburg Waterloo Webbwood		8 4	8 4				2	
Welland Whitby	2	223	155				6	
Wiarton Villages.		15	23	4	Z	4	13	
Alvinston Bath		1 1	$\begin{vmatrix} & \frac{1}{1} \\ 12 \end{vmatrix}$				i	
Bayfield Bolton		6	2				20 1	
Bloomfield		1 8 4					8	
Bridgeburg Brighton Burk's Falls		1	1 8	, , , , , , , , , , , ,		1	3 * * 7 * 3 * * 4 * 7 * *	
Burlington		5 13	5 19	1		1		
Chippawa Drayton		5 3 1	3	1	1	·····································	3	
Eganville Elora Exeter		3	3				2	
Fort Erie	: · · · · · · · · · · · · · · · · · · ·	6	. 12 2				4	
Georgetown Glencoe		15 4 3 4	1 3 4			4	4	
Iroquois Kemptville Lakefield		2					2	
Lanark Markdale Marmora		12 6	$\begin{array}{c c} & 1\\ 12\\ 6\\ 2 \end{array}$					
Merrickville Merritton Millbrook		1					1	
Morrisburg New Hamburg		8 6	6			6 5	0 0 0 0 0 1 1 1 1 2	
Norwich Norwood	5	7 4 4	8 3	2				
Oil Springs Port Carling Port Colborne		9	3 13	2			, , , , , , , , , , , ,	
Port Dover Port Elgin			3 2				1	
Portsmouth South River		100	100				0 0 0 0 0 0 0 0 0 0 0	
Springfield Tara Tweed		$\frac{1}{5}$	1 4				2	
Wardsville Waterdown		5 5	1 5 13	1		5 13		
Waterford Wellington Wyoming	2	2	$\frac{15}{2}$					
	105	0. 720	3,187	191	57	196	795	
Totals Note.—Urban mu	135	in this table	either reported	l no truants o	r did not	report at all.		

TABLE P.—GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of Education in also Normal and Normal Model Schools, from the year 1867 to

No.	Subjects compared.	1867.	1872.	1877.	1882.
$\frac{1}{2}$	Population		1,620,851	• • • • • • • • •	1,926,922
3 4	and sixteen years, up to 1884 (and five to twenty-one subsequently)	447,726 102	495,756 104	494,804 104	483,817 104
6 7	Model Schools. Total Public Schools in operation. Total Roman Catholic Separate Schools. Grand total of all schools in operation. Total pupils attending High Schools (includ-	4,261 161 4,527	171	185	190
9	ing Collegiate Institutes) +Total pupils attending Continuation Schools	5,696	7,968	9,229	12,348
	Total students and pupils attending *Normal College, Normal and Normal Model Schools Total pupils attending Public Schools	800 382,719	800 433,256		1,059 445,364
12	Total pupils attending Roman Catholic Separate Schools. Grand Total students and pupils attending	18,924	21,406	24.952	26,148
	High, Public, Separate Schools, *Normal College and Normal and Model Schools Total amount paid for the salaries of Public	408,139	463,430	500,989	484,919
	and Separate School teachers Total amount paid for the erection and repairs of Public and Separate School houses,	\$1,093,516	1,371,594	2,038,099	2,144,448
16	and for libraries, apparatus, books, fuel, stationery, etc	\$379,672	835,770	1,035,390	882,526
17	and repairs to School houses, and for libraries, apparatus, etc	\$1,473,188	2,207,364	3,073,489	3,026,974
	Collegiate Institute) Teachers' salaries Total amount paid for erection and repair of	\$94,820	141,812	211,607	253,864
10 1	High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc	\$19,190	31,360	51,417	89,857
20 21	Grand total paid for educational purposes as above. Total Public and Separate School Teachers Total Male Teachers Total Female Teachers	\$1,587,198 4,890 2,849 2,041	$\begin{array}{c} 2,380,536 \\ 5,476 \\ 2,626 \\ 2,850 \end{array}$	3,336,513 6,468 3,020 3,448	3,370,695 6,857 3,062 3,795

^{*} Normal College was closed in 1907, the training of teachers of the higher grades and at Queen's University, Kingston.

STATISTICAL ABSTRACT.

Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes), 1909 compiled from the Returns in the Department of Education.

No.	1887.	1892.	1897.	1902.	1907.	1908.	1909.
1		2,114,321		2,167,938	· · · · · · · · · · · · · · · · · · ·	• • • • • • • • • • • • • • • • • • • •	
2 3	611,212 112	595, 2 38 128	590,055 130	584,512 134	590,285 143	596,713 145	599,291 145
4 5 6 7	5,277 229 5,624	5,577 312 6,023	$ \begin{array}{r} 7 \\ 5,574 \\ 340 \\ 6,051 \end{array} $	5,671 391 6,204	5,819 449 6,418	10 5,869 465 6,489	5,913 467 6,535
8 9	17,459	22,837	24,390	24,472	30,331 4,744	31,912 5,317	33,101 5,866
10 11	1,204 462,839		1,492 441,157	1,709 420,094	1,407 413,510	2,074 417,036	2,138 420,428
12	30,373	37,466	41,620	45,964	51,502	53,551	55,034
13	511,875	509,777	508,659	492,239	496,750	504,573	510,701
14	2,458,540	2,752,628	2,886,061	3,198,132	4,389,524	4,643,571	5,008,542
15	1,283,565	1,301,289	1,329,609	1 627,028	3,166,655	3,300,255	3,132,881
16	3,742,105	4,053,917	4,215,670	4,825,160	7,556,179	7,943,826	8,141,42
17	327,452	470,828	532,837	547,402	783,782	860,955	941,657
18	168,160	215,871	183,139	222,278	429,915	524,877	
19 20 21 22	4,237,717 7,594 2,718 4,876	8,480 2,770	4,931,646 9,128 2,784 6,344	9,631 2,311	10,200 $1,813$	9,329,658 10,391 1,860 8,531	1,747

being thereafter carried on by the Faculties of Education at the University of Toronto † Included in Public and Separate Schools.

APPENDIX B-TEACHERS'

FINANCIAL

	ites,		Receipts.				
Name of Institute.	Number of Institutes.	Number of members.	Government grant.	Municipal grant.	Members' fees.		
			\$ e.	\$ c.	\$ c.		
1 Algoma, East 2 Algoma, West 3 Brant 4 Bruce, East 5 Bruce, West 6 Carleton 7 Dufferin 8 Dundas 9 Durham 10 Elgin 11 Essex, North 12 Essex, South 13 Frontenae 14 Glengarry 15 Grenville 16 Grey, West 17 Grey, East 18 Grey, South 19 Haliburton 20 Haldimand 21 Halton 22 Hastings, North 23 Hastings, South 24 Huron, East 25 Huron, West 26 Kenora 27 Kent, East 28 Kent, West 30 Lambton, West 31 Lanark 32 Leeds, East 33 Leeds, West 34 Lennox and Addington 35 Lincoln 36 Manitoulin, West 38 Middlesex, East 39 Middlesex, East 30 Muskoka 41 Nipissing 42 Norfolk 43 Northumberland 44 Ontario, North 45 Ontario, South 46 Oxford 47 Parry Sound, West		23 63 88 120 100 89 123 109 150 150 84 118 101 92 104 80 31 69 60 115 92 123 110 139 61 40 96 123 90 125 200 60 102 90 88 32 20 110 104 143 42 140 150 63 66 104 66 104	50 00 50 00 25 00	25 00 25 00	20 00 44 50 49 75		

NSTITUTES

TATEMENT

Re	eceipts.—Co	ntinued.		Expenditure.					
	Balances and other sources.	Total receipts.	Printing, post- age, etc.	Libraries, Educational Journals, etc.	Miscellaneous.	Total expenditure.	Balances.		
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.		
$\begin{array}{c} 1 \\ 2 \\ 3 \\ 4 \\ 5 \\ 6 \\ 7 \\ 8 \\ 9 \\ 10 \\ 111 \\ 12 \\ 13 \\ 14 \\ 15 \\ 16 \\ 17 \\ 18 \\ 19 \\ 20 \\ 12 \\ 23 \\ 24 \\ 25 \\ 26 \\ 27 \\ 28 \\ 29 \\ 30 \\ 31 \\ 32 \\ 33 \\ 34 \\ 44 \\ 44 \\ 44 \\ 44 \\ 44$	45 10 143 61 155 42 132 60 43 73 39 52 132 61 69 47 250 90 157 79 89 97 35 58 26 31 64 95 97 94 90 78 256 96 19 54 280 58 111 45 141 07 78 85 84 33 115 20 92 38 106 31 69 89 70 72 98 25 33 46 65 27 86 00 93 38 106 31 107 78 108 20 109 32 109 33 109 35 109 36 109	61 50 110 85 193 61 205 42 184 60 113 23 89 52 232 36 119 47 300 90 207 79 186 72 85 58 76 31 114 95 167 94 148 53 323 29 119 54 134 33 142 33 142 33 142 33 142 33 142 33 142 33 142 33 142 35 143 33 144 33 158 2 76 7 164 9 98 4 124 5 158 2 118 2 76 7 165 130 1 262 8 151 36 1 262 8 151 38 2 76 7 165 1 180 1 262 8	9 85 6 25 11 7 2 7 6 10 12 00 17 7 6 6 5 7 00 2 0 0 2 3 5 8 4 0 2 3 5 8 4 6 8 4 7 8 8 4 7 8 8 8 4 7 8 8 8 8 6 8 7 10 8	60 80 17 75 10 5 70 0 5 70 0 13 25 6 25	28 55 17 70 37 45 29 45 130 50 33 45 43 80 19 00 39 45 78 90 27 15	9 50 39 90 65 98 43 80 53 25 66 88 35 99 104 40 68 33 73 40 52 85 99 96 85 28 65 72 34 23 61 50 40 25 144 78 28 05 28 65 95 00 17 55 22 40 136 97 38 70 66 73 66 90 110 62 35 10 110 62 35 11 38 169 12 111 38 169 12 111 38 169 15 30 60 55 83 31 52 66 30 55 83 35 13 22 48 42 32 111 38 169 15 30 60 55 83 30 60 55 83 31 52 67 32 68 35 69 67 30 66 35 69 67 30 66 35 69 67 30 66 35 69 60 55 83 55 60 55 83 56 60	52 00 70 95 127 68 161 62 131 35 46 35 58 53 127 96 51 14 227 50 154 94 86 76 0 30 10 59 80 72 106 44 108 28 178 51 91 49 301 93 66 45 132 72 97 33 71 08 80 80 25 00 124 83 158 91 5 42 82 02 98 22 29 41 89 52 47 63 80 80 81 78 51 91 49 81 82 82 82 82 82 82 83 66 84 75 85 76 86 76 87 70 88 80 80 80 25 00 124 83 158 91 15 42 15 42 16 45 17 66 18 27 72 19 80 10 59 10		

TEACHERS' FINANCIAL

	ites.	ers.		Receipts.	
Name of Institute.—Continued.	Number of Institutes.	Number of members.	Government grant.	Municipal grant,	Members' fees,
			\$ c.	\$ c.	\$ c.
48 Peel. 49 Perth 50 Peterborough 51 Prescott and Russell. 52 Prince Edward 53 Rainy River 54 Renfrew. 55 Simcoe, East. 56 Simcoe, North 57 Simcoe, South West 58 Stormont. 59 Subbury. 60 Thunder Bay. 61 Victoria, East. 62 Victoria, West. 63 Waterloo. 64 Welland. 65 Wellington, North. 66 Wellington, South. 67 Wentworth. 68 York, North. 69 York, South. 70*Ontario Educational Association.	1 1 1 1 1	98 127 122 125 100 39 200 107 114 23 87 23 103 70 77 147 138 90 135 77 25 118	25 00 25 00 25 00 50 00 25 00 25 00 25 00 25 00 50 00 50 00 50 00 50 00 25 00 25 00 25 00 25 00 25 00 25 00 25 00 1,000 00	25 00 25 00 25 00 25 00 25 00 25 00 25 00 25 00 37 50 37 50 25 00 25 00 25 00 25 00 25 00	63 50 0 50 20 50 5 75 43 50 66 75 21 50 25 75 19 25 6 25 14 25 477 96
Cities and Towns.					
71 Belleville 72 Brantford 73 Brockville 74 Guelph 75 Hamilton 76 Kingston 77 London 78 Ottawa 79 Peterborough 80 St. Catharines 81 St. Thomas 82 Stratford 83 Toronto 84 Windsor and Walkerville	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	25 74 32 41 210 57 189 250 59 28 44 55 844 73	25 00 25 00	25 00 25 00 25 00 50 00 25 00 25 00 25 00 25 00 25 00 25 00 25 00 25 00 25 00 25 00	3 25 8 00 52 50 14 25 51 75 79 00 29 55 59 63 433 50 15 50
Totals, 1909	84 83	9,524 9,081	3,150 00 3,075 00	2,040 00 1,852 50	1,931 29 1,882 60
Increases	1	443	75 00	187 50	48 69

^{*}Statement for 1909-10.

INSTITUTES.—Concluded.

STATEMENT.—Concluded.

F	Receipts.—Con	ntinued.		Expend	liture.		
	Balances and other sources.	Total receipts.	Printing, postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous,	Total expenditure.	Balances.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
48 49 50 51 52 53 54 55 56 67 68 66 67 67	10 01 21 11 30 16 173 09 64 57 66 03 20 49 20 25 83 83 35 10 62 90 20 05 55 95 184 23 138 57 170 66 105 70 166 84 27 75 31 16 141 85 71 75 523 66	60 01 134 61 80 16 173 09 114 57 116 03 95 99 70 25 154 33 90 85 156 40 70 05 130 95 221 73 201 07 ·287 41 205 70 238 34 103 50 100 41 198 10 111 00 2,001 62	4 50 15 85 4 93 15 75 7 79 3 41 8 00 5 40 11 75 6 50 6 75 3 75 18 45 33 30 23 10 23 20 8 58 10 10 6 9 50 2 20 31 50 1,105 54	74 35 0 25 31 00 0 75 1 60 18 25	45 60 55 05	25 00 87 67 31 33 164 09 50 74 34 41 57 00 35 50 58 05 71 70 61 28 8 75 18 45 57 30 33 10 178 28 87 68 110 35 52 56 64 55 55 65 72 10 1,523 69	35 01 46 94 48 83 9 00 63 83 81 62 38 99 34 75 96 28 19 15 95 12 61 30 112 50 164 43 167 97 109 13 118 02 127 99 50 94 35 86 142 45 38 90 477 93
71 72 73 74 75 76 77 78 79 80 81 82 83 84	40 83 122 92 56 08 1 09 418 00 34 68 126 36 156 16 111 27 67 37 3 64 66 92 1,607 65 37 09	94 08 172 92 114 08 51 09 520 50 98 93 203 11 285 16 190 82 92 37 53 64 196 55 2,091 15 102 59	3 50 8 00 2 00 1 40 48 25 5 52 11 75 9 00 5 05 0 13 1 39 21 01 54 02 21 39	22 7 10 0 89 4 91 5	48 50 4 00 472 25 9 46 45 59 50 152 25 7 00 40 00 15 66 9 213 60	27 50 51 50 94 45 37 63 520 50 78 76 71 25 161 75 12 05 22 88 51 39 126 07 359 21 67 14	66 58 121 42 19 63 13 46
	9,314 41 9,530 08	16,435 70 16,340 18	2,214 56 2,164 99	824 4 920 0	8 4,400 02 2 5,282 05	7,439 06 8,367 06	8,996 64 7,973 12
	215 67	95 52	49 57	95 5	4 882 03	928 00	1,023 52

APPENDIX C.—ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS

ENTRANCE EXAMINATION, JUNE 1910.

Collegiate Institutes.	Examined.	Passed.	High Schools.—Continued.	Examined.	Passed.
Barrie	128	49	Bowmanville	51	25
Berlin	199	121	Bradford	40	34
Brantford	228	114	Brampton	98	59
Brockville	118	83	Brighton	40	29
Chatham	169	87	Caledonia	53	28
Clinton	55	40	Campbellford	73	41
Cobourg	99 124	59 32	Carleton Place	87	46
Fort William	81	53	Cayuga	47	24
Galt	182	143	Colborne	$\begin{array}{c c} 52 & \\ 26 & \end{array}$	35 17
Goderich	73	43	Cornwall	147	58
Guelph	130	103	Deseronto	34	21
Hamilton	573	340	Dundas	67	17
Ingersoll	166	84	Dunnville	59	39
Kingston	178	123	Dutton	54	9
Lindsay London	82 389	962	Elora	35	24
Morrisburg	65	263 27	EssexFergus	90	20
Napanee	90	31	Forest	68 66	44 23
Niagara Falls	102	66	Gananoque	73	18
Orillia	129	66	Georgetown	37	21
Ottawa	581	396	Glencoe	49	17
Owen Sound	207	135	Gravenhurst	41	17
Perth	99	60	Grimsby	38	32
Peterborough	$\frac{170}{114}$	122	Hagersville	44	4
Renfrew	153	55 66	HarristonHawkesbury	27	18
Ridgetown	65	49	Iroquois	35 ₊ 57	18 15
St. Catharines	89	69	Kemptville	53	27
St. Mary's	114	78	Kenora	33	19
St. Thomas	131	86	Kincardine	42	26
Sarnia	139	86	Leamington	78	36
Seaforth Stratford	58	30	Listowel	84	65
Strathroy	$\frac{187}{133}$	132	Lucan	89	33
Toronto, Harbord	236	$\begin{array}{c} 60 \\ 167 \end{array}$	Madoc Markham	$\frac{70}{95}$	22 57
Toronto, Parkdale	293	210	Meaford	71	41
Toronto, Jarvis	282	161	Midland	53	32
Toronto, Humberside	163	116	Mitchell	90	55
Vankleek Hill	68	34	Mount Forest	76	55
Whitby	85	40	Newburgh	71	20
Windsor	138	118	Newcastle	25	16
Woodstock	166	78	Newmarket	58 26	41 12
Totals	7,031	4,335	Niagara Falls South	60	35
			North Bay	49	33
High Schools.			Norwood	49	21
			Oakville	45	32
Alexandria	72	36	Omemee	31	6
Almonte	45	33	Orangeville	46	24
Arnprior	91	61	Oshawa	93	41
Arthur Athens	59 101	34 40	Paris	$\frac{60}{101}$	36
Aurora	56	40	Pembroke	132	·· 48 64
Aylmer	74	37	Penetanguishene	38	15
Beamsville	38	25	Petrolea	53	32
Belleville	114	31	Plantagenet	40	24

ENTRANCE EXAMINATION, JUNE 1910.—Continued.

High Schools.—Concluded.	Examined.	Passed.	Other Places.—Continued.	Examined.	Passed.
The state of the s	01	F0	Dath	0.5	16)
Port Arthur	81 32	50 18	Bath	35 18	12
Port Dover	44	36	Bayfield	10	5
Port Hope	58	51	Beaverton	36	25
Port Perry	63	37	Beeton	15	7
Port Rowan	27	17	Belleville, County Centre	120	43
Prescott	66	33	Belle River	24	4
Richmond Hill	27 31	20 15	Belmont	32 25	10 18
Rockland Sault Ste. Marie	107	76	Bethany	10	4
Simcoe	111	45	Binbrook	15	5
Smith's Falls	92	61	Biscotasing	4	2
Smithville	23	7	Blackstock	30	10
Stirling	36	21	Blenheim	68 19	31 10
Streetsville	49	33 43	Blind River	29	17
Sudbury	65 40	11	Blyth Bobcaygcon	17	0
Sydenham	44	33	Bolton	41	14
Tillsonburg	73	26	Bothwell	30	16
Toronto, Malvern	83	42	Bowesville	16	5
Toronto, Oakwood	192	169	Bracebridge	54	21 34
Toronto, Technical	92	59	Bridgeburg	44 42	19
Toronto, Riverdale	139	86 18	Brigden	32	19
Trenton	44 60	36	Brussels	50	37
Uxbridge	39	19	Burford	39	22
Walkerton	6 9	30	Burgessville	19	12
Wardsville	21	6	Burk's Falls	36	19 15
Waterdown	36	11	Burlington	28 12	9
Waterford	70	23	Burritt's Rapids	19	13
Watford	49 63	22 35	Byng Inlet	24	14
Welland	71	46		33	11
Wiarton	41	10		26	13
Williamstown	71	41	Castleton	18	10
Wingham	64	37	Cataraqui	33 14	11
	0 202	2 201	Chapleau	40	19
Totals	6,322	3,381	Chatsworth	46	28
Other Places.			Chesterville	62	19
Other Traces.			Claremont	13	9
Aberfoyle	38	14	Clifford	13 18	13
Abingdon	9	- 6		57	16
Acton	34	18 34	au a 2 1	23	5
Alliston	69 53	28		15	8
Alvinston	31	14	Cookstown	20	10
Amherstburg	46	22	Copper Cliff	15	16
Ancaster	48	15	Courtright	33	. 8
Angus	12	4		30	3
Apsley	4	18		. 24	12
Arkona	29	15	Cumberland	20	9
Ashton	32	(Dalkeith	21	8 10
Avonmore	10		Daghwood	15 61	19
Ayr			Dolhi		12
Ayton	7		Delta Denbigh	7	1
Bailieboro	16	16	Docharats	7	1
Bancroft	37 21		Desparats	27	4
Barriefield	41	4	,		

ENTRANCE EXAMINATION, JUNE 1910.—Continued.

			1		
	Examined.			led.	
Other Places.—Continued.	,mi	Passed	Other Places.—Continued.	Examined.	sed.
	Exa	Pas		Zxa	Passed.
				H	1
Dorchester Station	43	18	Kimberley	16	10
Drayton	45 48	27 29	King	16	13
Dromore	20	11	Kingsville	31 14	14
Drumbo	22	6	Kintail	22	6
Dryden	11 41	6 22	Kirkfield	32	. 14
Dungannon	26	9	Lakefield	15 63	7 38
Durham Eastview	56	41	Lanark	63	34
Easton's Corners	11 5	$\frac{1}{2}$	LancasterLatchford	26 10	12 5
Eganville	111	39	Laurel	5	0
Eglinton Elmira	$\begin{array}{c} 56 \\ 25 \end{array}$	33 16	Lefroy	32	18
Elmvale	32	9	Lemonville Lion's Head	25 11	14
Embro	34	8	Little Current	23	12
Embrun	$\begin{array}{c} 6 \\ 12 \end{array}$	$\frac{3}{10}$	Little BritainLondon East	14	3
Englehart	13	5	Lucknow	173 19	54 13
Ennismore	11 48	1	Macdonald Consolidated	36	25
Exeter	46	27 24	Magnetewan	$\begin{bmatrix} 20 \\ 14 \end{bmatrix}$	11
Fenelon Falls	32	13	Manotick	15	6
FenwickFeversham	35 22	22 11	Maple	14	10
Finch	59	10	Markdale	43 35	22 7
Fingal Flesherton	54	14	Marshville	28	10
Florence	41 29	28 9	Marsville	$\begin{bmatrix} 5 \\ 24 \end{bmatrix}$	3
Fordwich	15	12	Mattawa	28	8 15
Fort Frances	$\begin{array}{c} 16 \\ 24 \end{array}$	5	Maxville	48	27
Galetta	29	$\begin{bmatrix} 12 \\ 9 \end{bmatrix}$	Melbourne	25 5	5 2
Glen Allan	10	8	Merlin	28	$1\overline{5}$
Grand Valley	53 43	17 14	Merrickville	38	19
Haileybury	26	16	Mildmay	26 18	$\frac{4}{7}$
Hall's Bridge Hamilton, County Centre	13	0	Millbrook	34	22
Hanover	$\begin{array}{c c} 15 \\ 27 \end{array}$	8 17	Milton	89 68	44 55
Harrow	24	16	Minden	34	14
Harrowsmith	30 11	9 6	Moorefield	16	10
Havelock	40	13	Morewood	13 18	5 6
Hawkstone	30	10	Mount Albert	21	16
Hepworth	$\begin{bmatrix} 21 \\ 20 \end{bmatrix}$	17	Mount Elgin	23	7 8
Highgate	27	16	Mount Pleasant	25	11
Horning's Mills	28 13	11	Mountain	29	6
Huntsville	50		Mountain Grove Neustadt	19	9
Innerkip	16	9 [Newboro	34	8
Janetville	26	$\begin{bmatrix} 16 \\ 2 \end{bmatrix}$	New Hamburg	33 47	12 28
Jarvis	38	14	Nobleton	7	28
Jasper	21 6	7	North Augusta	22	11
Keene	41	16	North Gower	18 27	6 13
Keewatin	13	8	Norwich	30	23
attimated	16	5	Oakwood	13	4

ENTRANCE EXAMINATION, JUNE 1910.—Concluded.

Other Places.—Continued.	Examined.	Passed.	Other Places.—Concluded.	Examined.	Passed.
Oil Springs	42	23	Tavistock	36	10
Orono	20	7	Teeswater	31	18
Osgocde Station	7	1	Thamesford	14	2
Otterville	17 37	$\begin{array}{c} 11 \\ 27 \end{array}$	Thamesville	52 18	29 4
Paisley Pakenham	24	17	Thessalon	44	20
Palmerston	32	11	Thornbury	40	25
Parry Sound	65	$\tilde{42}$	Thorndale	41	6
Pelee Island	7	1	Tilbury	35	13
Plattsville	31	11	Tiverton	16	7
Port Colborne	33	16	Toronto (De La Salle Inst.). Tottenham	192 23	130 13
Port Dalhousie	$\begin{array}{c c} 68 \\ 21 \end{array}$	33 5	Tweed	60	14
Port Stanley	48	7	Uptergrove	52	27
Princeton	$\overset{\circ}{26}$	5	Varna	12	4
Queensville	26	11	Vernon	18	4
Rainy River	12	5	Victoria Harbour	9	2
Ramsayville	13	5	Victoria Mines	7 57	30
Randwick	8 16	2 8	Warkworth	15	8
Richard's Landing	27	12	Waubaushene	11	5
Ridgeway	39	20	Webbwood	14	0
Ripley	23	12	Wellandport	9	4
Rockton	25	11	Wellington	20 21	8
Rockwood	32	22	Westboro	36	5
Rodney	36	6	West Lorne	30	0
Rosemont	13 13	$\frac{1}{6}$	Wheatley	31	15
Roseneath	26	2	Whitevale	11	6
St. George	16	10	Wilkesport	22	2
St. Helen's	23	10	Winchester	61 16	3
Sandwich	75	18	Winona	40	3
Schomberg	27 4	13 3	Woodbridge	12	10
Schreiber Selkirk	26	10	Woodville	42	15
Sharbot Lake	22	2	Wooler	26	15
Shelburne	54	22	Wroxeter	29	13
Solina	12	4	Wyoming Yarmouth Heights	26	7
Southampton	18	12	Zephyr	18	11
South Indian	18 20	9 7	Zurich	10	8
South Mountain	22	10		0.000	1 0 7750
Sparta	26	3	PD-1-7-	8,629	3,752
Spencerville	30	14			
Springfield	25	8			
Stayner	32	19 18	T	7,031	4,335
Sunderland	33 29	20	High Schools	6,322	3,381
Steelton	14	20		8,629	3,752
Stittsville	33	15		Management of the Park of	11,468
Stouffville	18	11	Grand Totals, 1910	41,904	11,400
Strabane	31	6		23,878	14,790
Sturgeon Falls	36	23			
Sutton	36 45	20		. 1,896	3,322
Tamworth	36	6			
Laid					

APPENDIX D.-

Inspectorate.	Name of School.	Post Office.
Brant	8 Burford	Burford
Bruce, West	9 Huron	Amberley
Carleton, East		
Dundas	4 Winchester	Ormond
Elgin, East	16 Bayham 9 Southwold. 12 Southwold 18 W. Yarmouth 1 Malahide 1 Southwold	Corinth Shedden Fingal Yarmouth, Centre Copenhagen Boxall Southwold Station Talbotville Payne's Mills Frome Fingal Southwold St. Thomas Cowal Union Adrian
Essex, South 29	Kingsville	Kingsville
Grey, East 30	3 Euphrasia	Kimberley
Grey, West 31	Chatsworth	Chatsworth
Grey, South	Dundalk	Dundalk
Haldimand 34	3 Walpole	Selkirk
Haliburton and Parry Sound, East . 35 36	1 Anson	Minden
Halton 37	1 Nassagaweya	Campbellville
Hastings, Centre	18 Hungerford	Marlbank Marmora

FIFTH CLASSES, 1909-1910

Teachers.			Pupi	ls.		le of F	ifth	
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1910.	No. of Pupils.	Average Daily Attendance.	A	В	С	Government Grant.
1 M. Miriam Cline	I	\$ 575 500	18	$\frac{14}{2}$	1		1	\$ c. 100 02 35 50
3 Pearl R. Anderson	II II II	400 600 500	4 3 4	2 2 3			1 1 1	17 61 27 49 22 08
6 Thos. M. Creighton	· I	650	15	13	1			94 65
7 Annie R. Boucher 8 Esther Bates	II	500 500	5 5	2 3		1 1	0 0 0 0 0 0	37 67 45 05
9 Robert Henderson		575 550 550 500 500 500 525 500 475 400 525 500 400 450 525	10 6 8 4 4 3 5 4 5 4 4 3 7 7 4 4 4 4 3 3 3 7	6 2 6 2 2 2 2 2 3 3 2 2 2 3 3 2 2 2 3 3 2 2 2 3 3 2 2 2 3 3 2 2 2 3 3 3 2 2 3 3 2 2 3 3 3 2 2 3		1 1		64 59 38 80 49 68 37 93 35 76 27 95 24 62 28 35 27 02 22 11 30 65 22 28 24 42 31 18 20 52
26 Mary Duncanson	. 11	595 550 600	4 7 10	29	3 ,	i		44 23 41 97 47 01
29 W. J. Elliott	_	1,000	13	10) 1			222 54
30 Clara Meiklejohn	. 1	625	10	(3 1			86 58
31 John A. Norton	. 11	700	12		6	l		95 98
32 Nina M. Dahl	: II	650 725					1	121 36 136 53
34 Thos. J. Hicks	. 11	800	11		7		1	144 63
35 P. O. Nelson	. 11				8 2	1	1	81 71 37 47
37 Samantha Chapman		600) 8	3	3		1	39 02
38 Adelaide McGinness 39 Geo. A. Henry	III			9	5	i	1	33 22 123 68

FIFTH

Inspectorate.

Name of School. Post Office.

Hastings, South	. 40	11 Sidney	Frankford
Hastings North, Nipissing South and Parry Sound, N.E	1, . 41	4 N. Himsworth	. Callender
Huron, East	. 42	Wroxeter	. Wroxeter
Huron, West	44 45 46 47 48 49 50 51 52 53	Hensall 5 Stephen 16 Stephen 8 Ashfield 3 Ashfield 13 Ashfield 15 Ashfield 15 Ashfield 14 Stanley 3 W. Wawanosh 4 W. Wawanosh 1 Usborne	Crediton. Dashwood Dungannon Kintail Belfast Lochalsh Kippen St. Helen's
Kent, East	54 55 56 57 58 59 60 61 62	2½ Harwich. 13½ Harwich. 12 Harwich. 10 Howard 13 Howard 3 Zone. 2 Orford 3 and 4 Orford. 13 Chatham	Charing Cross Rond Eau New Scotland Selton Thamesville Thamesville Palmyra Duart Wallaceburg
Kent, West	63 64 65 66 67 68 69	2 Chatham 9 Chatham 2 Dover 11 Dover U.5 Raleigh U.6 Raleigh U.4 Romney	Chatham
Lambton, East	70	5 Euphemia	Florence
Lambton, West	71 72	11 Moore	Brigden
Lanark, West	74	12 Bathurst	FallbrookBalderson
Leeds and Grenville No. 3	75	Cardinal	Cardinal
Lennox	76	13 Ernesttown	Odessa
Lincoln Manitoulin Island and Algoma (in part)	77 78	U.1 Clinton	Jordan Harbour Wellandport
party	79 80	Webbwood	Webbwood

CLASSES, 1909-1910.—Continued.

Teachers.			Pupils. Grade of Fifth Class.			ifth		
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1910.	No. of Pupils.	Average Daily Attendance.	A	В	C	Government Grant.
40 John M. Bell	II	\$ 760	8	3	1			\$ c. 184-35
41 Mrs. J. E. Hansford	II	600	3	2		1		97 10
42 H. E. Vanvelsor	II	600	8	3		1		73 41
43 William McKay 44 Claude K. Bluett. 45 Geo. W. Shore 46 Wm. J. Moffat 47 Flora McLeod 48 L. C. Cunningham 49 Elmer Kennedy 50 Wm. H. Johnston 51 Edna E. Anderson 52 Letitia E. Durnin 53 Walter B. Rydall		690 750 700 600 520 543 500 610 500 525 600	10 23 19 13 11 3 10 8 5 6	5 17 16 8 7 2 4 3 2 2 3	1 1 1		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	125 60 116 30 89 80 40 85 31 55 36 50 31 40 40 10 27 50 35 65 25 00
54 Holly O. Martin. 55 Carrie Noack 56 Margaret Bennett. 57 Arthur Love. 58 Jas. Newkirk 59 Annie S. Dunn 60 J. C. Black 61 John J. Boland 62 Lottie Howe	III III III III III III III III III II	525 550 600 575 625 475 650 600 500	3 7 7 3 4 3 3 8 7	2 3 2 2 2 2 2 2 6 3				42 25 37 47 36 90 26 89 31 90 23 49 61 22 43 32 21 70
68 Gene Shaw		500 600	4	5 2		1	1 1 1	26 88 38 57 27 38 39 64 39 04 25 82 71 47
70 Burton Mitchell	. 1	525	10	7	1			51 05
71 Wm, E. Jarrott								83 27 96 87
73 Mrs. E. J. Foley							L	38 58 29 78
75 Duncan McKenzie		800	14	1 10)	1		156 75
76 Dorothy Wilson	-	700	28	3 22	2	1		116 22
77 Harvey Gayman	. 1				3	1	1	79 15 29 76
79 D. G. Currie 80 R. A. A. McConnell		I 800 I 950	. 4			1		324 54 441 54

FIFTH

Inspectorate.		Name of School.	Post Office.
Middlesex, East	81 82 83 84 85 86	2 Delaware. 4 Dorchester. 9 and 14 Dorchester. 5 Westminster 26 London. 5 Biddulph.	Devizes
Middlesex, West	87 88	15 Caradoc	Mount Brydges Poplar Hill
Northumberland and Durham, West	89 90 91	Delhi	Delhi
(No. 1)	92 93	11 Darlington	Hampton
Ontario, South	94 95	4 W. Pickering	Pickering
Oxford, North	96 97 98	Embro 11 Blenheim U.5 and 1 East Nissouri and N. Oxford 10 E. Zorra	Embro
	100 101 102	5 Dereham	Innerkip Mount Elgin Brownsville Burgessville
Parry Sound, South		South River	South River
Peel		15 Caledon	Alton
Perth, North	105	Milverton	Milverton
	106 107 108 109	U.10 S. Easthope	Shakespeare
Peterborough, East	110	4 Otonabee	Keene
	111	5 Cumberland	Cumberland
Prince Edward		11 Ameliasburgh	Mountain View
Rainy River	113	Rainy River	Rainy River
	114 115	2 Westmeath	Westmeath Beachburg
Renfrew, South	116	Eganville	Eganville
Simcoe, North	117	6 Flos	Phelpston

CLASSES, 1909-1910.—Continued.

Teachers.			Pup	ils.	Gra	de of F Class.	ifth	
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1910.	No. of Pupils.	Average Daily Attendance.	A	В	С	Government Grant.
81 Joel E. Day	II III	\$ 550 629 550 500 475 486	5 7 5 4 3	3 3 3 2 2 2		.1 1 1 1	1 1	\$ c. 37 53 45 41 40 58 35 78 19 97 19 44
87 Sara Brodie	II	475 550	7 5	3 4		1	1	32 23 27 79
89 John F. Baugh	II	700 675 500	17 4 4	10 2 2	1		1 1	130 60 43 52 24 13
92 F. J. Groat 93 R. J. McKessock	II	510 510	4 6	3 3		11	1	45 24 33 25
94 Alf. G. Green 95 Maude Cassin	II	700 575	$\begin{array}{c} 14 \\ 4 \end{array}$	13 3	1		1	94 32 28 84
96 Henry E. Fair	II I	840 775	14 25	10 20	1 1			161 37 134 32
98 John A. McDonald 99 John H. Burkholder	II	800	9	6 5	1 1			137 23 110 79
100 Annie M. McIntosh	II II	600 650 650	10 6 10	5 4 5	1	1 1		79 63 70 34 60 02
103 Wm. Burkholder	II	690	7	4	1			280 28
104 Adam Clark Wilson	II	600	10	8		. 1		57 12
105 Wm. H. Sharp	II	750	8	5	1			125 27
106 Amy McKowan	II II II	600 550 650 600	12 5 4 4	7 4 2 3		1 1	. 1	38 70 34 05 43 89 30 78
110 Sidney A. Smithson	II	600	7	. 3			. 1	32 23
111 Jennie C. Hunter	II	525	3	2		. 1		41 27
112 J. M. Root	II	725	8	7			. 1	69 84
113 E. O. Awde		1,200	12	8	1			459 50
114 Elmas W. Ward 115 Emma Fraser		700 700	19 10	1				88 77 52 52
116 Duncan R. Harrison	II	700	31	26				145 20
117 J. H. Hall	. 11	525	5	4	·]] 1	26 53

FIFTH

Inspectorate.	Name of School.	Post Office.
Simcoe, South-West	9 3 Sunnidale	Ivy Brentwood Lisle
Simcoe, East	$\overline{2}$ $\overline{13}$ $\overline{\text{Tay}}$ $\overline{\dots}$	Waubaushene
Stormont 12	4 19 Osnabruck	Newington
Thunder Bay and West Nipissing 12	5 1 Schreiber Sturgeon Falls	Schreiber
Victoria, West 12	7 1 Bexley	Coboconk
Victoria, E., and Peterborough, W. 12	Bobcaygeon	Bobcaygeon
Waterloo, No. 1 12	Hespeler	Hespeler
Welland 13		Port Colborne Fort Erie
Wellington, North		Clifford
Wellington, South	9 Eramosa	Eramosa Rockwood Hillsburg Craigsholme Belwood
Wentworth		Carluke Hamilton Lynden Troy Sheffield Millgrove Strabane Winona. Stony Creek
York, North	2 King 15 King 19 King 6 Vaughan 17 Vaughan 4 King 23 King 12 Whitchurch	Hamilton King Lloydtown Nobleton Maple Kleinburg Strange King Bethesda

CLASSES, 1909-1910.—Continued

Teachers.			Pup	ils.	Gra	de of F Class.	ifth	- ,
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1910.	No. of Pupils.	Average Daily Attendance.	A	В	С	Government Grant.
118 Olive E. Morrison	II II	\$ 600 620 625	9 6 10	6 4 7	1		1 1	\$ c. 71 05 27 67 39 48
121 Milton Ames	II II	750 700 500	7 8 5	4 4 3	1 1	1		109 43 91 60 38 19
124 Amanda Donaldson	II	550	4	3		1		38 56
125 Geo. A. Evans	III	900 900	12 6	9	1 1			281 82 344 00
127 T. C. Birchard	II	600	3	2		1		48 48
128 John M. Simpson	II	700	17	13			1	103 70
129 J. D. Ramsay	II	1,200	11	7	1			214 32
130 William L. Bowden	II	850 700	14 6	12 3	1	1		174 23 96 36
132 Donald Mackenzie	II I	675 625	6 8	5 4	1	i		125 94 51 57
134 Jas. S. Wilson	III II II II	600 600 500 450 700	9 6 5 5 10	7 2 3 3 6	0 0 0 0 0		11	32 31 48 25 31 14 24 92 88 20
139 George N. Clark		600 490 565 600 600 800 650 600 500	9 5 4 5 11 5 10 9 15 5	9	1	1 1	. 1	74 05 49 65 36 97 62 10 35 27 84 24 34 62 51 15 69 97 26 31
149 Robt. Ingram 150 Cora L. Metcalfe 151 Walter S. Jenkins 152 Cyrus M. Rowe 153 David W. Evans 154 Minnie T. Chambers 155 Waiter Rolling 156 Isaac Pike	II II II II II	550 650 500 600 600 500 550 500	5 6 6 6 8 5 4 7	4 8 2 2 2 2		1 1 1	1	48 97 50 06 53 84 46 89 44 52 29 70 30 72 25 83

		FIFTH
Inspectorate.	Name of School.	Post Office.
R. C. Separate Schools	Tilbury Wallaceburg 5 Raleigh 7 Sandwich, South 2 Ashfield 6 Stephen Tweed Chesterville 16 Cornwall 7 Bromley Mattawa	Tilbury Wallaceburg Doyles Mainstone Kingsbridge Mount Carmel Tweed Chesterville St. Andrew's Douglas Mattawa
Totals		

CLASSES, 1909-1910.—Concluded

Teachers.			Pup	ils.		de of F Class.	ifth	
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1910.	No. of Pupils.	Average Daily Attendance.	, A	В	С	Government Grant.
157 Rev. Mother Catharine 158 Margaret Williams 159 Eileen Causgrove 160 Nellie Moynahan 161 Alice O'Leary 162 Josephine Murray 163 Susie McDonnell 164 Sr. M. F. Xaviers 165 Sr. St. George 166 Kate Powers 167 D. H. Coleman		\$ 300 440 420 500 500 500 500 500 400 350 700	13 13 4 6 7 3 7 7 13 9	11 9 2 4 3 2 4 6 11 6 3	1 1 1 1 1 1 1	1 1	1 1	\$ c 50 68 62 03 36 80 28 04 72 85 39 23 46 42 69 87 51 83 48 62 277 12
• • • • • • • • • • • • • • • • • • • •		*597	1,329	847	49	53	65	+11,773 53

^{*} Average Salary.

[†]In addition there was paid on equipment, etc., the sum of \$811.16 to schools that could not qualify as Fifth Classes for 1909-1910.

APPENDIX E-RURAL SCHOOL LIBRARIES

Legislative aid was granted as a percentage of the value of all library books approved by the Inspector and purchased between October 1st, 1909, and October 1st, 1910, provided no school received more than \$10.00 and no purchase was less than \$10.00.

school received more than \$10.00 at	ia no puren	ase was less	man \$10.00.		
Inspectorate.	Number of schools purchasing books to the amount of \$10.00 during the year.	Total amount expended in such schools during the year for books recommended.	Total Government grant.	Number of rural public school libraries in in- spectorate.	Number of libraries established during year.
Algoma Brant Bruce, East Bruce, West Carleton, East Carleton, West, and Lanark, East. Dufferin Dundas. Elgin East Elgin, West Essex, North, No. 1 Essex, South, No. 2 Frontenac, South Frontenac, North, and Addington Glengarry Grey, East Grey, West Grey, South Haldimand Haliburton, Parry Sound East, and	13 14 19 20 10 8 10 28 71 10 5 16 5 2 3 6 25 22 34	\$ c. 193 04 209 44 392 47 237 55 209 67 132 42 165 60 507 97 836 44 135 45 59 00 202 00 68 00 25 55 52 00 80 64 366 43 276 44 458 83	\$ c. 68 50 74 31 135 74 84 28 71 82 39 91 52 98 175 00 296 55 48 05 20 94 71 69 24 13 9 06 17 81 28 62 128 66 98 08 161 40	25 61 34 62 60 47 55 75 79 26 26 80 85 49 30 56 70 68 68	7 2 6 3 10 2 2 2 2 2 2 2 2 8 1 1
Muskoka East Halton Hastings, Centre. Hastings, South	7 5 29 19	108 26 60 00 504 08 290 01	38 36 21 30 175 67 102 88	92 36 73 42	2 1 6 11
Hastings North, Nipissing South, and Parry Sound North-East. Huron, East. Huron, East. Kent, East. Kent, East. Kent, West. Lambton, East, No. 2. Lambton, West, No. 1. Lanark, West. Leeds and Grenville, No. 1. Leeds and Grenville, No. 2. Leeds and Grenville, No. 3. Lennox. Lincoln and Pelham Tp. Middlesex, East. Middlesex, East. Middlesex, West. Nipissing, North. Norfolk. Norfolk. Northumberland and Durham, Centre, No. 2.	15 39 8 18 8 10 15 7 11 24 3 3 16 25 20 6 6 12 27	216 51 544 73 109 00 300 98 107 02 126 99 223 44 82 05 154 00 258 52 33 99 53 15 287 56 291 03 264 16 102 25 208 66 346 81	69 08 193 05 38 69 101 17 38 15 45 05 79 28 29 11 54 67 91 75 12 06 18 86 87 64 103 22 93 71 36 28 74 01 123 02 60 74	80 63 105 60 65 69 68 26 80 76 65 61 64 91 60 63 17 98	1 299 1 3 8 6 2 2 2 3 2 10 3 2 8 3 5 5
Northumberland and Durham, E., No. 3.	17	377 05	116 35	37	11
Northumberland and Durham, W., No. 1. Ontario, North Ontario, South Oxford, North Oxford, South	20 11 12 10 4	250 00 121 21 144 55 202 27 106 09	88 74 43 00 51 29 63 34 30 29	58 58 52 36 32	2 1 3 1

RURAL SCHOOL LIBRARIES, 1909-10—Concluded

Inspectorate.	Number of schools purchasing books to the amount of \$10.00 during the year.	Total amount expended in such schools during the year for books recommended.	Total Government grant.	Number of rural public school libraries in in- spectorate.	Number of libraries established during year.
Parry Sound, South	10 10 6 2 29	\$ c. 176 66 118 97 82 60 21 79 351 15	\$ c. 59 45 42 20 29 31 7 73 122 67	57 71 59 37 71	7 1
Peterborough, West, and Victoria, East Prescott and Russell Prince Edward Rainy River Renfrew, North Renfrew, South Simcoe, North Simcoe, South-West Simcoe, East Stormont	$ \begin{array}{c} 1 \\ 6 \\ 1 \\ 4 \\ 5 \\ 30 \\ 22 \\ 5 \\ 7 \\ 26 \end{array} $	10 00 77 64 10 00 52 00 93 64 677 86 344 89 61 90 212 24 390 50	3 55 27 54 3 55 18 46 33 23 206 00 121 71 21 95 50 72 137 19	36 49 68 22 28 37 54 45 47	2 22 22
Thunder Bay, West Nipissing, and West Parry Sound Victoria, West Waterloo, No. 1. Waterloo, No. 2 Welland Wellington, North Wentworth York, North York, South.	19 48 23	217 24 202 05 136 96 164 53 136 49 242 23 1,206 00 269 50 321 31	77 08 65 25 48 61 58 38 48 43 85 95 379 01 95 65 109 56	14 67 26 28 22 31 50 72 68 50	6 3 3 7 4 4 4
R. C. Separate Schools— Inspector Chenay Inspector Jones Inspector O'Brien Inspector Power Inspector Sullivan	3 2 6 5	46 50 22 40 139 75 58 20 135 26	30 00 20 00 60 00 50 00 110 00	17 8 28 13 36	1 2 4
Totals, 1909-10	1,096 1,002	16,641 36 15,633 52	5,811 47 5,974 03	4,084 3,735	306 346
Increases Decreases	. 94	1,007 84	162 56	349	40

APPENDIX F-FREE TEXT BOOKS IN RURAL SCHOOLS, 1910

${\bf Inspectorate.}$	Number of schools.	Total amount expended for text books.	Total amount of Legislative aid.
Hastings, South	1 school	\$ c. 40 85 15 00	\$ c. 20 42 7 50
Totals, 1910	3 schools	55 85	27 92 21 54
Increases		12 77	6 38

APPENDIX G-PROCEEDINGS FOR THE YEAR 1910

I. REGULATIONS AND CIRCULARS

DEPARTMENTAL TEXT-BOOK REGULATIONS

TEXT-BOOKS AUTHORIZED FOR USE IN PUBLIC, HIGH, AND CONTINUATION SCHOOLS AND COLLEGIATE INSTITUTES.

(Circular No. 14).

- 1. The text-books named in Schedule A below shall be the authorized text-books for Public Schools, and those in Schedule B, for the Lower and Middle Schools of Continuation and High Schools and Collegiate Institutes, as follows: In both schedules, the text-books newly authorized in 1908, 1909 and 1910 are authorized for use in any School and the limit of their authorization is specified in italics within brackets after each name; and the authorization of the other text-books, which were authorized before 1908, is now limited to the midsummer vacation of 1911 and to the Schools in which they were in use before July, 1910, and to the editions then authorized.
- 2.—(1) Books authorized for use in Public Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of Continuation and High Schools and Collegiate Institutes.
- (2) Books authorized for use in the Lower School of Continuation and High Schools and Collegiate Institutes are authorized for use by pupils taking the corresponding subjects in the Fifth Form of Public Schools.
- 3. For the High School Upper School, for Technical Courses, and, until the midsummer vacation of 1911, for more advanced work than the First Year Course in the Commercial Departments of Continuation and High Schools and Collegiate Institutes, any books may be used, which have been recommended by the Principal and approved by resolution of the Board of School Trustees.
- 4.—(1) The editions of text-books in Schedule D below, which were used in any school during the year ending the first of July, 1910, and the continued use of which is recommended by resolution of the Board of School Trustees on or before the reopening of the Schools in August or September, 1910, as the case may be, shall be deemed authorized for such school at the maximum prices indicated, until their authorization is cancelled by the Minister of Education.
- (2) Unless prevented by the resolution of the Board of School Trustees, the Principal shall introduce next August or September, as the case may be, the text-books newly authorized in 1908, 1909, and 1910.

NOTE.—Regulation 4 (1) above provides for the continued use of the text-books enumerated in Schedule D, in *all* or in *any* of the classes of a School, as the programme of studies may require.

Principals who desire to retain any of the aforesaid text-books for the sake of classes that already possess them, are hereby warned:

- 1. That to enable them to do so they must secure the resolution of the Board of School Trustees on or before the date specified in 4 (1) above, and
- 2. That the resolutions passed in 1909 and earlier on this subject will not be valid for the School year of 1910-1911 and must be passed again.

- 5. The Principal shall submit to the Inspector at his official visit a copy of the resolutions provided for in 3 and 4 (1) above, duly dated and certified by the Secretary of the Board.
- 6. For Religious Instruction, the Sacred Scriptures, or the Selected Scripture Readings of the International Bible Reading Association, or the Scripture Readings adopted by the Department of Education shall be used as prescribed by the Regulations of the Department of Education and as may be determined by the Board of School Trustees.

SCHEDULE A

PUBLIC SCHOOLS.

Ontario Public School Arithmetic The Robert Simpson Co.

Olivario I abric Dolloot IIII della	
Ltd. (Authorized until the midsummer vacation of 1917).\$0 Ontario School Geography. Educational Book Company of	.10
Toronto, Ltd. (Authorized until the midsummer vacation	
of 1920)	.65
Ontario Public School Grammar. Holland Linen Writing Paper Co. (Authorized until the midsummer vacation of	10
1917)	.10
Ontario Public School History of England. Morang Educational Co., Ltd. (Authorized until the midsummer vacation	.25
of 1917)	.20
tional Co., Ltd. (Authorized until the midsummer vacation	.25
of 1917)	
(Authorized until the midsummer vacation of 1917) Ontario Public School Speller. Copp, Clark Co., Ltd.	.20
(Authorized until the midsummer vacation of 1916)	.15
Ontario Public School Composition. Copp, Clark Co., Ltd.	
(Authorized until the midsummer vacation of 1917)	.15
Ontario Copy Books, Five Numbers. E. H. Harcourt Co.,	
Ltd. (Authorized until the midsummer vacation of 1915)	.02
each	
ized until the midsummer vacation of 1915.) (See Note 1)	.05
Ontario Blank Copy Books. E. H. Harcourt Co., Ltd. (Auth-	
orized until the midsummer vacation of 1915)	.02
Ontario Blank Drawing Book, No. 1. W. J. Gage & Co., Ltd.	
(Authorized until the midsummer vacation of 1916.) (See	
"\T.4. 0"\"	.05
Ontario School Book-keeping, Educational Book Company of	
Toronto Ltd (Authorized until the midsummer vacation	90
of 1916.) (See Note 4)	.30
entario Readers.—New Series. The T. Eaton Co., Ltd.: (Authorized until the midsummer vacation of 1919).	
Primer	,04
First Book	.06

Second Book Third Book Fourth Book	.09 .14 .16
English-French Readers. Copp, Clark Co., Ltd.:	
First Reader, Part I. First Reader, Part II. Second Reader Third Reader	.25
Note 1.—The Ontario Writing Course contains headlines and is a pupil' exercises for securing freedom and control of movement, as well as accurant is designed to be used in connection with the Ontario Blank Copy Books, ro headlines. The manual may be purchased by the pupils or, better, putheir use by Boards of School Trustees as part of the school equipment. Note 2.—No text-books are prescribed for pupils in Agriculture and Science. These subjects shall be taken up under the teacher, and suitable refured in the library by the Board of School Trustees. Note 3.—Drawing Books are no longer authorized. The subject shall by the teacher in accordance with the Course of Study. Note 4.—The following are authorized for use in connection with the On Book-keeping:	acy of form. which have urchased for d Household ference books be taken up
Ontario School Book-keeping Blank and Ontario Pupil's Outfit in Busic 20c. for both, or 12c. and 8c. respectively. Educational Book Company of Toron	ness Papers.
English-German Readers:	
Ahn's First German Book Ahn's Second German Book Ahn's Third German Book Ahn's Fourth German Book Ahn's First German Reader	\$0.25 .45 .45 .50
SCHEDULE B	
CONTINUATION AND HIGH SCHOOLS AND COLLEGIATE INSTITUT	res
English:	
The Principles and Practice of Oral Reading. Canada Publish-	
ing Co., Ltd	0.50
High School English Grammar. Canada Publishing Co., Ltd High School English Composition. Canada Publishing Co.,	.75
Ltd	.50
High School Composition from Models. Copp. Clark Co.	.40
Ltd	.75
History and Geography:	
Ontario High School Physical Geography. Morang Educational Company, Ltd. (Authorized until the midsummer vacation	
Ontario School Geography. Educational Book Company of To- ronto. Ltd. (Authorized until the midsummer vacation of	.60
1920)	.65

Ontario High School Ancient History. Morang Educational Company, Ltd. (Authorized until the midsummer vacation of 1916) High School History of England and Canada. The Copp, Clark Co., Ltd. History of Dominion of Canada (Clement). The Copp, Clark Co., Ltd., and Methodist Book and Publishing House. Wrong's, The British Nation. Morang Educational Company, Ltd.	.75 .65 .50
lathematics:	
Ontario High School Arithmetic.—New Edition. The Hunter-Rose Company, Ltd. (Authorized until the midsummer vacation of 1916) Hall and Knight's Junior Algebra. The Macmillan Company of Canada, Ltd. (Authorized until the midsummer vacation of 1915) Ontario High School Geometry. The Copp, Clark Co., Ltd. (Authorized until the midsummer vacation of 1917.) (See	.40
Note 4)	.40
Nassics:	
Ontario High School Latin Book (Latin Lessons for Beginners). Educational Book Company of Toronto, Ltd. (Authorized until the midsummer vacation of 1915) White's First Greek Book. Supplied by The Copp, Clark Co., Ltd. (Authorized until further notice)	.60 1.25
Moderns:	
High School French Grammar and Reader. The Copp, Clark Co., Ltd. High School German Grammar.—New Edition. The Copp, Clark Co., Ltd. (Authorized until the midsummer vacation of 1916)	1.00
Science:	
High School Physical Science, Part I. The Copp, Clark Co., Ltd. High School Physical Science, Part II. The Copp, Clark Co., Ltd. Ontario High School Chemistry. The Macmillan Company of Canada, Ltd. Ontario High School Laboratory Manual in Chemistry. The Macmillan Company of Canada, Ltd. (Both the Chemistry and the Laboratory Manual are authorized until the mid- summer vacation of 1916.) (See Note 1).	.50 .75 .40

Book-keeping and Drawing:

Ontario School Book-keeping. Educational Book Company, of	
Toronto, Ltd. (Authorized until the midsummer vacation	
of 1916.) (See Note 5)	.30
Untario Blank Drawing Book, No. 2. W. J. Gage & Co., Ltd.	
(Authorized until the midsummer vacation of 1916.) (See	
Note 2)	.05

Note 1.—(a) The Boards of Trustees shall provide in the School Library a supply of the Laboratory Manual in Chemistry sufficient for class use by the pupils, who shall not be required to buy it.

(b) The High School Botany, Part II, is no longer authorized as a text-book. The Boards of Trustees shall provide in the School Library a supply of it, or of other Floras, so fficient for class use by the pupils, who shall not be required to buy them.

(c) The price of any blank book specially prepared for exercises or for recording notes in Science or any other subject shall not exceed 25c.

NOTE 2.—Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study.

NOTE 3.—Text-books are no longer authorized in Agriculture or Household Science. These subjects shall be taken up under the teacher, in accordance with the course of study, with suitable reference books provided in the school library by Boards of Trustees.

NOTE 4.—A text-book in Elementary Plane Geometry is no longer authorized. The work shall be taken up by the teacher in accordance with the course of study, with reference books in the School Library provided by Boards of Trustees.

Note 5.—The following are authorized for use in connection with the Ontario School Book-keeping:

Ontario School Book-keeping Blank and Ontario Pupil's Outfit in Business Papers, 20c. for both, or 12c. and 8c. respectively.

SCHEDULE C

SPECIAL PRICES OF BOOKS NOW AUTHORIZED.

I. Public Schools.

(1) The publisher shall sell direct, in any quantity, to any purchaser for use in Ontario, the following, at 20% less than the maximum prices of Schedules A and B, the prices being net, and for single copies being as follows:

Ontario	Readers.—New Series.	Primer			.\$	0.04
		First Book				.05
		Second Book				.08
		Third Book				.12
		Fourth Book				.13
Ontario	School Speller					.12
Ontario	Copy Books, five number	ers, each				.02
Ontario	Public School Arithme	tic				.08
Ontario	School Geography			• •	•	.52
Ontario	Public School Gramma	r		•	٠	.08
Ontario	Public School Composi	tion			۰	.12
Ontario	Public School History	of England	0 1		۰	.20
Ontario	Public School History	of Canada	. 1		•	.20
Ontario	Public School Hygiene	········	0 (•	
Ontario	School Book-kooning	••••••••••••			•	.16
Ontailo	benedi book-keeping .	, , , , , , , , , , , , , , , , , , , ,		0	•	.24

Ontario	Writing Course	.04
Ontario	Blank Copy Books	.02

Note.—The Ontario School Book-keeping Blank and the Ontario Pupil's Outfit in Business Papers, 16c.; respectively 10c. and 7c.

II. CONTINUATION AND HIGH SCHOOLS AND COLLEGNATE INSTITUTES.

The publishers shall sell *direct*, in any quantity, to any purchaser for use in Ontario, the following at 20% less than the maximum prices in Schedules A and B, the prices being net, and for single copies being as follows:

Ontario High School Physical Geography	0.48
Ontario High School Ancient History	.60
Ontario High School Arithmetic.—New Edition	.32
Ontario School Book-keeping	.24
Ontario High School Chemistry	.32
Ontario High School Laboratory Manual in Chemistry	.16
Hall and Knight's Junior Algebra	.40
Ontario High School Latin Book (Robertson and Carruthers'	
Latin Lessons for Beginners)	.48
High School German Grammar.—New Edition	.56
Ontario School Geography	.52
Ontario High School Geometry	.32
Ontario Blank Drawing Book, No. 2	.04

Note.—The Ontario School Book-keeping Blank and the Ontario Pupil's Outfit in Business Papers, 16c.; respectively 10c. and 7c.

SCHEDULE D

TEXT-BOOKS NO LONGER AUTHORIZED.

The following text-books, which have hitherto been on the authorized list, are no longer authorized, except as provided by Regulation 4 (1) above:

I. PUBLIC SCHOOLS

A Modern Phonic Primer, Part I	10 15
The Public School Phonic Reader, Part I	10
The Public School Phonic Reader, Tart II.	15
The Public School Phonic Primer, Part II)5
Public School Drawing Course, each number	07
Public School Conv Books, each number	07
Dublic School Writing Course	
Practical Speller	25
To 11: Galacel Pools Isoming	25
To 13' Clabral Aggregation	30
Public School Agriculture	50
Public School Domestic Science	25
Public School Arithmetic	25
Dill Calcal Alcohra and Buchla	75
Dill Galaci Coography	75
Morang's Modern Geography	10

21.

Our Home and Its Surroundings Rose's Public School Geography Public School Grammar Morang's Modern English Grammar Public School History of England and Canada History of Dominion of Canada Duncan's History of the Canadian People Weaver's Canadian History Public School Physiology and Temperance	.75 .25 .25 .30 .50
II. CONTINUATION AND HIGH SCHOOLS AND COLLEGIATE INSTI	TUTES
English:	
High School Reader	\$0.50
History and Geography:	
High School Geography, Chase	1.00
Mathematics:	
High School Arithmetic.—Old Edition Arithmetic for High Schools (DeLury) High School Algebra Elements of Algebra (McLellan) High School Euclid, by J. S. McKay or A. C. McKay and R. A. Thompson (Books I, II, III, 50 cents) Elementary Plane Geometry (Baker) Geometry for Schools, Theoretical (Baker)	.60 .60 .75 .75 .75
Classics:	
First Latin Book and Reader Primary Latin Book and Reader Hagarty's Latin Grammar High School Beginner's Greek Book	1.00 1.00
Moderns:	
High School German Grammar and Reader.—Old Edition	1.00
Science:	
High School Chemistry	.50
Book-keeping and Drawing:	
High School Book-keeping Commercial Course in Practical Book-keeping (Dickenson &	.60
Young)	.40

SECTIONS OF SCHOOLS ACT, 1909

AUTHORIZED TEXT-BOOKS.

High Schools Act.

- 52.—(1) A teacher shall not use or permit to be used as a text-book in a High School any book except such as is authorized by the Regulations, and the Minister, upon the report of the inspector, may withhold the whole or any part of the legislative grant in respect of any High School in which any unauthorized book is so used.
- (2) Subject to the regulations, an authorized text-book in actual use in a High School may, with the written approval of the Board, be changed by the teacher for any other authorized text-book on the same subject. 1 Edw. VII., e. 40, s. 50.

Public Schools Act

- 84.—An authorized text-book in actual use may be changed by the teacher for any other authorized text-book on the same subject with the written approval of the Board and subject to the Regulations. 1 Edw. VII., c. 39, s. 97 (1).
- 112.—If a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school the Minister, on the report of the inspector, may suspend such teacher, and the board may also deduct from his salary a sum equal to so much of the legislative grant as has been withheld on the account of the use of such book or any less sum at its discretion. I Edw. VII., e. 39, s. 97 (2).
- 99.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector,
 - (g) To withhold his order for the amount apportioned from the legislative or municipal grant;
- (iv) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations; and in every case to report to the Board and to the Minister his reasons for so doing.

GENERAL TEXT-BOOK REGULATIONS

REGULATIONS 105, 106 AND 107 OF 1904 AMENDED.

- 105.—The copyright of every authorized text-book shall, where possible, he vested in the Department of Education. The publisher of an authorized text-book shall submit to the Minister of Education a sample copy of every edition for approval, and no edition of any text-book shall be considered as approved unless a certificate to that effect, in writing, has been issued by the Minister of Education.
- 106.—(1) Before any authorized text-book is placed on the market, the publisher thereof shall execute such agreements and give such security for the publica-

tion of such book as may be required by the Minister of Education. Any authorized text-book shall be subject at every stage of its manufacture to the inspection and approval of the Department of Education as regards printing, binding and paper, and may be removed from the list of authorized text-books in case the publisher fails to comply with the regulations of the Department of Education.

(2) Every authorized text-book shall bear the imprint of the publisher, and shall show upon the cover the authorized retail price. No part of an authorized text-book shall be used for advertising purposes, and no change shall be made in the letter press, binding, or paper of any authorized text-book without the consent of the Minister of Education.

June, 1910.

THE NEW BLANK DRAWING BOOKS

(Circular No. 14A.)

In the Departmental Text-Book Regulations issued in July, 1909, the follow-

ing note appears on pages 4 and 5:

"Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study. After January 1st, 1910, blank drawing books and pads, from which sheets may be detached, will be authorized, and shall be used by the pupils."

In accordance with the preceding announcement, the Ontario Blank Drawing Books, Numbers 1 and 2, were authorized January 1st, 1910, and are published by W. J. Gage & Co., Toronto. Book 1 contains 144 pages, each page being 6 inches by 9 inches; Book 2 contains 48 pages, each page being 9 inches by 12 inches. Each leaf is perforated, as in cheque books, and may be detached. The retail price of each book is five cents, with a discount of 20 per cent. on purchase direct from the publishers.

The work in Drawing books or Drawing blanks partly filled up before January 1st, may be continued until such books or blanks are completely filled up. Except, however, as thus provided, the newly authorized blanks shall be used on pain of forfeiture of the Legislative Grant. (See page 8 of the Text-book Regulations.)

Notice is also hereby given that before the close of the midsummer holidays, 1910, Book-keeping blanks and Science note-books will be authorized for exclusive use in the schools.

January 27th, 1910.

MANUALS OF SUGGESTIONS

A copy of each of the "Manuals of Suggestions," as issued, is furnished to each School Board where the course of study requires it. The books are the property of the Board and are to be placed in the library for the use of the teachers.

If additional copies are required they can be obtained from this Department at the following prices:—

Primary Reading Manual	cents
Manual for II, III, and IV Readers	cents
Science Manual	cents

TO PUBLIC AND SEPARATE SCHOOL INSPECTORS

(Circular No. 57B.)

The Minister submits the following statement for the information and guidance of Inspectors:—

HIGH SCHOOL ENTRANCE LITERATURE.

The High School Entrance Regulations provide as follows:-

(1) That the literature for group 1 shall embrace the careful reading during the previous year of at least four suitable books in English literature (at least one of which shall have been read in class);

(2) That such four works shall be selected by the Principal from a list prepared by the Inspector, and communicated by him to the schools before they open in September; and

(3) That School Boards are authorized to provide such four books in sufficient numbers for pupils in the school library, or to order the pupils to buy them for

themselves, as each Board may decide.

As has been pointed out in Circular 57B (January, 1910), the object of the foregoing prescription is to cultivate, as far as possible, at the Fourth Book stage, a taste for books of literary merit, not to supply information in science, geography, or any other subject. The range of available English literature is so great and suitable books are so cheap that the Inspector should have no difficulty in making out his list. When he has a doubt as to the suitability of a selection, he should communicate with the Department. The Inspector should take care that the list is sent to the Principal in due time, and that the School Board complies with the conditions of (3) above.

TEXT BOOKS.

Circular 14 (July, 1910) contains the names of the text-books authorized for use in the Public Schools, and of the authorized drawing and writing books and bookkeeping blanks; also the regulations governing the use of the foregoing. Under the provisions of the Circular, the teacher himself may use any book he wishes in the preparation of his school work; but neither he nor his Board has authority to substitute another book for any of the authorized books, nor has he the right to introduce, under the guise of "supplementary text-books" or any other designation, books other than those authorized.

Here the Minister desires to state that, after the Summer vacation, he will provide free in each school library, for the teacher's use, notes on the Second, Third, and Fourth Readers, and a manual of method for the Primer with notes on the

First book; also a manual of method for the Elementary Science Course of Form V. Before September, 1911, he will also provide a manual of method for each of

the other important Public School subjects.

Under the head of Equipment No. 1, in Circular No. 33, provision is made for a school library containing an atlas, or gazetteer, a standard reference dictionary (with English pronunciation) for each class-room, a supply for Form III. of history, geography, and hygiene readers; and, under Equipment No. 2 of the same Circular, for the addition to the library of suitable supplementary literature in nature study, popular science, travels, popular history, biography and poetry. Provision is also made for the addition of sets of Readers which may be used in class to supplement the authorized Readers, especially in schools where other supplementary literature has not been provided. All such books must, however, be provided at the cost of the School Boards. Moreover, it must be borne in mind that the books on the authorized list and the four books in English literature for the High School Entrance Examination are the only books which Public School Boards or Public School Teachers are empowered to require the pupils to purchase.

It should also be borne in mind by all concerned that, under the Public Schools Act of 1909, if a teacher negligently or wilfully permits an unauthorized book to be used as a text-book by the pupils of his school, the Minister, on the report of the Inspector, may suspend such teacher, and make a deduction from the legislative grant to the school. The School Board concerned may also deduct from the teacher's salary a sum equal to the amount of the legislative grant that has been withheld on account of the use of such book or any less sum at its discretion.

READERS FOR FORM III.

It is the intention of the Minister, instead of authorizing text-books for Form III. in hygiene, history, and geography, to recommend Readers in these subjects for use in the school libraries. Two have already been recommended: "Hygiene for Young People" (20c., Copp, Clark & Co.), and a History Reader (35c., Nelson & Sons, Edinburgh); and more Readers in these subjects will be recommended as soon as suitable ones have been submitted to the Minister.

As already mentioned, Circular No. 33 (Accommodations and equipment of rural public and separate schools in the organized counties of Ontario), as amended last April, provides on page 12 for a supply for Form III. of these Readers (one for each pupil), and on page 3, Inspectors are directed to exercise the same judgment in introducing them as was recommended in the case of the accommodations.

By the use of these Readers, the Minister expects to provide an economical and suitable introduction to the text-books which have been authorized in these subjects for Form IV., and at the same time to reduce the amount of home work which has been imposed in many schools upon the younger pupils.

These Readers School Boards must supply in the library free of cost to the pupils, and, as they take the place of text-books in hygiene, geography, and history, they must not be included amongst the four books in English literature for the High School Entrance Examination.

THE SCARCITY OF TEACHERS.

It is, of course, well known that Ontario is suffering at the present time from a scarcity of teachers. As the number prepared in our Provincial Normal and Model Schools and Faculties of Education has for the past three years been larger than in former years, except in the last year of the County Model Schools, there

is good reason for concluding that this scarcity is due to the attractions of the Western Provinces, the more lucrative openings in industrial employment at home, and especially the low salaries paid Public School teachers in many parts of the Province. The grants made by the Legislature on the basis of teachers' salaries are generous; but in many quarters these grants have been used simply to lessen local taxation, not, as was intended, to advance the interests of education.

To meet the situation, the Minister has provided:

- (1) That before sanctioning the appointment of a teacher with lower than a Second Class Certificate the School Board must have failed to secure a teacher with the required grade of certificate, after having advertised for a teacher at the highest salary it can pay, and in a newspaper with a Provincial circulation; and
- (2) That the Inspector shall certify that the salary offered by the Board is the maximum it can pay.

The situation produced by the scarcity of teachers may become a serious one, and the Minister desires to point out that a faithful and judicious application by the Inspector of the latter of the foregoing provisions will do much to prevent difficulty in the future. If the Inspector is to be efficient he must exercise due foresight and keep his inspectorate well in hand. Vigilance, energy, and discretion are essential qualifications for his office.

July, 1910.

READERS IN HYGIENE AND HISTORY FOR FORM III.

To Public and Separate School Inspectors:

The Minister of Education directs your attention to the fact that the reading for Form III. in Hygiene and History, published by the Copp. Clark Company of Toronto, are now on sale, and that, as provided in circular No. 57 (b) of July, 1910, they should be used for class instruction in lieu of text-books. The Minister requests you to take steps to secure the introduction of these books as speedily as possible in accordance with the instructions contained in the aforesaid circular.

November 5th, 1910.

DUTIES OF PUBLIC SCHOOL INSPECTORS IN COUNTY AND IN JOINTIN INSPECTORATES

(Instructions No. 16.)

I. REGULATIONS.

Number and Length of Visits.

1. (1) (a) The following schedule sets forth the minimum number and length of visits of inspection to be paid each half year by each Inspector of Public

Schools to his rural and urban schools, respectively, in County and in Joint Inspectorates:

1/2	day's	visit	for	each	Rural	school	with	one teacher.
					66		66	two or three teachers.
$1\frac{1}{2}$	days'	66	66	66	66	66	66	four teachers.
1/2	day's	66	66	66	Urban	66	66	one teacher.
1	"	66	66	"	66	66	66	one teacher. two or three teachers.
$1\frac{1}{2}$	days'	66	66	66	. 66	66	66	four or five teachers. six teachers.
2	"	66	66	66	66	66	66	six teachers.
21/2	66	66	66	66	66	66	66	seven or eight teachers.
3	66	66	66	66	66	66	66	nine teachers
$3\frac{1}{2}$	66	66	66	66	- 66	66	66	ten or eleven teachers.
.1.	66	66	66	66	66	66	66	twelve teachers.

An increase of time at the same rate for Rural or Urban schools with more teachers.

Note.—1. Except for cogent reasons, in rural schools with one teacher a half day shall mean not less than two hours and a half; and in other rural schools and in urban schools it shall mean not less than a whole school half day.

- 2. Where the condition of the school renders it necessary, the length of the visit should be increased.
- (b) In the case of a joint inspectorate, the Board of Trustees of a City or of a Town separated from a County may arrange with the County Council, subject to the Minister's approval, for a larger apportionment of the time of the Inspector to its Public Schools than that provided above; but such arrangement shall not interfere with the due requirements of the rural schools under his charge.
- (c) If, owing to unavoidable causes, the Inspector cannot visit every school each half year, he may visit a school more than once in a half year, but he shall allow a reasonable interval between visits.
- (d) The Inspector shall visit a school taught by an inexperienced teacher as soon as practicable after the teacher begins his duties. Both such teachers and others who need additional supervision from any other cause, the Inspector should visit as often as the circumstances may demand and his other official duties will permit.

NOTE.—1. When a new teacher is appointed, it shall be the duty of the School Board to notify the Inspector promptly of the name, grade of certificate, and length of experience of said teacher.

- 2. On receipt of this circular, the Inspector shall notify each of his School Boards to the foregoing effect.
- (2) (a) In an inspectorate consisting of a county, or of parts of two counties or part of a county, or of a city or separated town and a county or part of a county, the minimum total amount of time to be devoted by each Inspector to the actual work of inspecting schools, as prescribed in (1) above, not including the time taken up in travelling, shall be 240 half days each year.
- (b) In an inspectorate consisting of part of a district and a county or part of a county, the minimum shall be determined in each case by the Minister.
- (3) If under the provisions in (1) above, the minimum total time prescribed in (2) above is not required, the Inspector shall make up the sum by paying additional visits where such visits would be most serviceable.

Reports.

- 2. (1) Not later than December 31st, in each year, the Inspector shall submit to the Minister, and to the County and the City or the separated Town concerned, as part of the report prescribed in Section 99 (1) (d) of the Public Schools Act, a report of the cases in which, during the year just ended, he gave less than the minimum number and length of inspectoral visits prescribed in 1 above, with a statement of the reasons for such decrease.
- (2) He shall also submit to the Minister such other reports as may be required.
- 3. (1) (a) For the report to a Rural School Board of each half-yearly visit of inspection, the Inspector shall use the official form furnished by the Minister of Education.
- (b) For the report to an Urban School Board of each half-yearly visit of Inspection, he shall use the different heads and sub-heads prescribed in the official form for Rural Schools, from I. to VII. inclusive, adding the date and the length of his visit to each class in charge of a teacher.
- (2) In his inspection of the school he shall be guided by the requirements of the report which he has to fill in; having in mind the provisions of the curriculum and the special needs of the school, he shall assist the teacher in selecting and planning his work; and, by judicious criticism and advice and by teaching illustrative lessons, he shall endeavour to improve the methods of instruction.
- (3) He shall report promptly to the Minister any violation of the Schools Act or the Regulations of the Department of Education in the case of any school of which he is Inspector.
- (4) Section 99 (1) (c) of the Public Schools Act provides that a copy of his report of each inspectoral visit shall be sent to the Secretary of the School Board within one month after the Inspector's visit, but it should be sent as soon as practicable.
- 4. At such time and in such manner and as often as he may deem it expedient, the Inspector shall notify of his inspectoral visit the Chairman or the Secretary-Treasurer of the Board, and such others of the Trustees as he may deem necessary, requesting their presence when, also, he may deem it necessary for the purpose of consultation.

Powers.

- 5. (1) Every Inspector, while officially visiting a school in his inspectorate, shall have supreme authority in the school, and may direct the teachers or the pupils in regard to the exercises of the school.
- (2) He shall make enquiry and examination, in such manner as he may deem proper, into the qualifications and efficiency of the teachers, the adequacy and suitability of the accommodations and the equipment, the progress of the classes, and all matters affecting the health and comfort of the pupils.

Prohibitions.

6. The Inspector shall not give to any person or body financially interested in its sale a testimonial recommending any article of school equipment (library,

apparatus, furniture, etc.); nor may he, without the Minister's consent, furnish a list of his schools or their officers or teachers to any person or body excepting the body or bodies that appointed him, and such municipal or government officers of the Province of Ontario as require such lists in the performance of their duties.

Residence or Office.

7. Subject to the approval of the Minister, it shall be the duty of the Inspector to reside at some place satisfactory to the appointing body or bodies; but, in every case, his place of residence, or his office, as the case may be, shall be reasonably accessible to the school trustees and the ratepayers of his inspectorate.

Teachers' Institutes.

8. The Inspector shall attend and take part in the organization and management of the Teachers' Institute or Institutes of his Inspectorate.

Senior Inspector.

9. Where, under Section 96 (8), of the Public Schools Act, a Senior Inspector has been duly appointed, he shall perform such duties affecting all the schools of the county as the Minister may direct, or as the appointing body or bodies may direct with the Minister's approval.

II. EXTRACTS FROM PUBLIC SCHOOLS ACT.

General Provisions.

- 99.—(1) Subject to the Regulations it shall be the duty of every Public School Inspector:
 - (a) To visit in every year each school room in his inspectorate having a separate register as often and for such length of time on each occasion as the Minister may direct;
 - (b) To prepare a report of every such visit in the form prescribed by the Regulations;
 - (c) To forward within one month after such visit a copy of every such report to the board within whose jurisdiction the school is situate;
 - (d) To make a general annual report as to the performance of his duties and the condition of the schools in his inspectorate to the county council and to the board of every city or separated town included in his inspectorate, or, in the case of an Urban Inspector, to the board of the city or town only;
 - (e) To report to the Medical Health Officer of the municipality any case in which the school buildings or premises are found to be in an unsanitary condition;
 - (f) To furnish the Minister with information respecting any Public School in his inspectorate whenever required so to do;
 - (g) To withhold his order for the amount apportioned from the Legislative or municipal grant:
 - (i) Where any school has been kept open for less than six months in the year except where that has been caused by the school having been closed by order of the Medical Health Officer or Local or Provincial

Board of Health on account of the prevalence of any communicable disease; (See also Section 7 of the Public Schools Act.)

- (ii.) Where the Board fails to transmit promptly the annual or other school returns properly filled up;
- (iii.) Where the Board fails to comply with this Act or with the Regulations; or
- (iv.) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations; and in every case to report to the Board and to the Minister his reasons for so doing;
- (h) To discharge such other duties as may be required by the Minister or Regulations;
- (i) On retiring from office to deliver to his successor his official correspondence and all school papers in his custody, on the order of the Minister or of the council of the county in which his inspectorate lies, or of the Board by which he was appointed.
- (2) Every Inspector shall be directly responsible to the Minister for the due performance of his duties and, subject to the Regulations, shall obey the direction of the County Council in the case of a County Inspector and of the Board in the case of an Urban Inspector.
- (3) Where an Inspector requires the testimony of a witness as to any fact alleged in any complaint or appeal made to him or to the Minister he may administer an oath to the witness.

Other Provisions.

For his duties as arbitrator in the choice of a school site and the alteration of the boundaries of the school section, his action in connection with the formation, etc., of school sections in unorganized townships and unsurveyed districts, his investigation of complaints regarding annual school meetings and the performance of such other duties as are required by the Schools Act, the Inspector is referred to the sections of the Public Schools Act itself.

Jan. 20th, 1910.

DUTIES OF R. C. SEPARATE SCHOOL INSPECTORS

COUNTY AND DISTRICT INSPECTORATES—ENGLISH AND ENGLISH-FRENCH.
(Instructions 16b.)

I. Regulations.

Number and Length of Visits.

1. (1) (a) The following schedule sets forth the *minimum* number and length of visits of inspection to be paid *each half year* by each Inspector of Separate Schools to his rural and urban schools, respectively:

$\frac{1}{2}$	day's	visit	for	each	Rural	school		one teacher.
1					66		66	two or three teachers.
$1\frac{1}{2}$	days'	66	66	66	66	66	66	four teachers
1/2	day's	66	66	66	Urban	"	66	one teacher. two or three teachers.
1	66	66	66	66	66	66	66	two or three teachers.
$1\frac{1}{2}$	days'	66	66	66	"	"	66	four or five teachers.
2	66	66	66	66	66	66	66	six teachers.
$2\frac{1}{2}$	66	66	66	66	<i>د</i> د	66	66	seven or eight teachers.
.3	66	66	66	66	66	66	66	nine teachers.
$3\frac{1}{2}$	66	66	66	66	66	66	66	ten or eleven teachers.
4	66	66	66	66	66	66	66	twelve teachers.

An increase of time at the same rate for Rural or Urban schools with more teachers

NOTE.—1. Except for cogent reasons, in rural schools with one teacher a half day shall mean not less than two hours and a half; and in other rural schools and in urban schools it shall mean not less than a whole school half day.

- 2. Where the condition of the school renders it necessary, the length of the visit should be increased.
- (b) If, owing to unavoidable causes, the Inspector cannot visit every school each half year, he may visit a school more than once in a half year, but he shall allow a reasonable interval between visits.
- (c) Teachers who need additional supervision from any cause, the Inspector should visit as often as the circumstances may demand and his other official duties will permit.

NOTE.—1. When a new teacher is appointed, it shall be the duty of the School Board to notify the Inspector promptly of the name, grade of certificate, and length of experience of said teacher.

- $2.\ \mbox{On receipt of this circular, the Inspector shall notify each of his School Boards to the foregoing effect.}$
- (2) The minimum total amount of time to be devoted by each Inspector to the actual work of inspecting schools, as prescribed in (1) above, not including the time taken up in travelling, shall be 240 half days each year.
- (3) If under the provisions in (1) above, the minimum total of time prescribed in (2) above is not required, the Inspector shall make up the sum by paying additional visits where such visits would be most serviceable.

Reports.

- 2. (1) Not later than December 31st, in each year, the Inspector shall submit to the Minister a report of the cases in which, during the year just ended, he gave less than the minimum number and length of inspectoral visits prescribed in (1) above, with a statement of the reasons for such decrease.
 - (2) He shall also submit to the Minister such other reports as may be required.
- 3. (1) For the report to an Urban or a Rural School Board of each half-yearly visit of inspection, the Inspector shall use the official form furnished by the Minister of Education.
- (2) In his inspection of the school he shall be guided by the requirements of the report which he has to fill in; having in mind the provisions of the curriculum and the special needs of the school, he shall assist the teacher in selecting and plan-

ning his work; and, by judicious criticism and advice and by teaching illustrative lessons, he shall endeavour to improve the methods of instruction.

- (3) He shall report promptly to the Minister any violation of the Separate Schools Act or the Regulations of the Department of Education in the case of any school of which he is Inspector.
- (4) He shall send a copy of his report of each inspectoral visit to the Secretary of the School Board within one month after his visit, but it should be sent as soon as practicable.
- (5) He shall keep copies of all his reports for submission, when required, to the Minister or to the Chief Inspector of Public and Separate Schools.
- 4. At such time and in such manner and as often as he may deem it expedient the Inspector shall notify of his inspectoral visit the Chairman or the Secretary-Treasurer of the Board, and such others of the Trustees as he may deem necessary, requesting their presence when, also, he may deem it necessary for the purpose of consultation.
- 5. He shall report to the Medical Health Officer of the municipality any case in which the school buildings or premises are found to be in an unsanitary condition.
- 6. On retiring from office he shall deliver to his successor the official correspondence and all school papers in his custody, on the order of the Minister.
- 7. He shall receive the annual statistical reports from the Boards of Trustees, returning them when necessary for correction. He shall transmit them and his statistical summary when completed to the Deputy Minister.

Powers.

- 8. He shall withhold his order for the amount apportioned from the Legislative or municipal grant:
 - (a) Where any school has been kept open for less than six months in the year except where that has been caused by the school having been closed by order of the Medical Health Officer or Local or Provincial Board of Health on account of the prevalence of any communicable disease;
 - (b) Where the Board fails to transmit promptly the annual or other school returns properly filled up;
 - (c) Where the Board fails to comply with the Separate Schools Act or with the Regulations; or
 - (d) Where the teacher uses or permits to be used as a text-book any book not authorized by the Regulations; and in every case to report to the Board and to the Minister his reasons for so doing;
- 9. (1) Every Inspector, while officially visiting a school in his inspectorate, shall have supreme authority in the school, and may direct the teachers or the pupils in regard to the exercises of the school.
- (2) He shall make inquiry and examination, in such manner as he may deem proper, into the qualifications and efficiency of the teachers, the adequacy and suitability of the accommodations and the equipment, the progress of the classes, and all matters affecting the health and comfort of the pupils.

10. Every Inspector shall be directly responsible to the Minister for the due performance of his duties.

Prohibitions.

- 11. The Inspector shall not give to any person or body financially interested in its sale a testimonial recommending any article of school equipment (library, apparatus, furniture, etc.); nor may he, without the Minister's consent, furnish a list of his schools or their officers or teachers to any person or body excepting such municipal or government officers of the Province of Ontario as require such lists in the performance of their duties.
- 12. An Inspector who, during his tenure of office, holds, without the approval of the Minister, any other office or employment or follows any other profession or calling, except the performance of such special duties as the Minister may require, shall forfeit his office as Inspector.

Residence.

13. It shall be the duty of the Inspector to reside at some place satisfactory to the Minister.

April, 1910.

INSTRUCTIONS TO INSPECTORS, REVISED, 1910 (Instructions No. 12.)

Apportionment of the Legislative Grant to Rural Public and Separate Schools in the Organized Counties of Ontario for the Calendar Year 1910.

Under the Department of Education Act of 1909, as amended in 1910, the Legislative Grants to the Rural Public and Separate Schools in the organized Counties of Ontario will first be divided by the Department of Education between these Schools, on the basis of average attendance, and will then be apportioned amongst said Rural Public and Separate Schools respectively, on the report of the Inspectors, in accordance with the following regulations:

General Instructions.

On receipt of this circular, the Public and Separate School Inspectors shall procure from School Boards and County and Township Clerks the data necessary to fill in the official returns on which the ensuing apportionment of the grant will be made by the Department of Education and the forms for which will be sent to each Inspector. All such data as above shall be certified by the official concerned. The Inspector shall see that they are properly made out and shall retain them for at least one year as the authority for his official report. The Public Schools Act provides that the Legislative grants for the calendar year shall be payable by the Minister of Education on or before the 1st day of August. It will, accordingly, be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so that he may make his report to the Department of Education not later than June 22nd.

Assessments and Sections.

- (1) The average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the total assessed value of the township as fixed by the last made county equalization.
 - (2) For the above computation:—
 - (a) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.
 - (b) A union section shall be counted as belonging to the township in which the school building is situated, and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, section 79).
 - (c) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

Scheme of Apportionment.

The total yearly apportionment to each school, not including Continuation Schools,* shall be the sum of the grants to which it is entitled under the following regulations:

I. Fixed Grants.

Where the average section assessment of the township, as defined above, is less than \$30,000.00, each school shall receive a fixed grant of \$30.00; where it is at least \$30,000.00 and less than \$40,000.00, the fixed grant shall be \$25.00; and where it is at least \$40,000.00 and less than \$50,000.00, it shall be \$20.00. Where it is \$50,000.00 or more there shall be no fixed grant.

II. Grants on Salaries.

- (1) Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to a maximum of \$600.00 salary in the case of each teacher, the computation beginning as follows:
- (a) At \$150.00 for a principal teacher and at \$100.00 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than \$30,000.00;
- (b) At \$200.00 for a principal and at \$150.00 for each assistant where said assessment is at least \$30,000.00 and less than \$40,000.00;
 - (c) At \$250.00 for a principal and at \$150.00 for each assistant where said assessment is at least \$40,000.00 and less than \$60,000.00;
 - (d) At \$300.00 for a principal and at \$200.00 for each assistant in the case of all other assessments.
 - (2) Where the teacher performs all the duties of caretaker the Inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding \$25.00 in any one case, and where he performs part of the duties a porportionate amount of \$25.00.

^{*}Note.—The name "Continuation School" is applied, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School Work is taught.

III. Grants on the Teachers' Qualification.

The following grants shall be paid on the basis of the grade of the teacher's professional certificate and the length of his successful experience, the competency of each such teacher being duly attested by the County or Provincial Inspector, as the case may be, of the school for which such grant is claimed. For teachers employed for the whole academic year the full grant shall be paid in each case, and the grant shall be one-half the amount if the teacher with the certificate has taught for less than a year, but for at least one term.

- (1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July the first next,
 - (a) For a First Class Certificate\$40(b) For a Second Class Certificate25
 - (2) If said experience shall have been less than five years on the same date,
 - (a) For a First Class Certificate\$30

Note.—It is the policy of the Department of Education that as soon as practicable the lowest grade of certificate in the rural municipalities shall be an interim second class, and that the employment of successful teachers with higher certificates and longer experience shall be encouraged. The grant on interim second class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

IV. PRO RATA REDUCTION.

If the amount voted by the Legislature is insufficient to pay in full the grants provided for in I., II., and III. above, the Minister may make a pro rata reduction.

V. GRANTS ON EQUIPMENT AND ACCOMMODATIONS.

By section 90 (1) of the Public Schools Act of 1909 each County Council must raise the equivalent of the Legislative grant to the County for equipment and the accommodations.

(1) The Legislative grant on the equipment and the accommodations is distributed by the Minister as follows:

The total amount apportioned is divided by the total number of teachers in the Rural Public and Separate Schools, not including the teachers of Continuation Schools; and the quotient thus obtained, multiplied by the number of teachers in each inspectorate, gives the Legislative grant payable for the inspectorate.

For this computation each Principal is reckoned as a unit and each assistant as a half if the school has been open for the whole school year; but each Principal shall be reckoned as a half and each assistant as a quarter if the school or the assistant's class, as the case may be, has been open for less than a year, but not less than half a year.

(2) The grant to each Inspectorate shall be sub-apportioned by the Inspector in accordance with the instructions of Circular No. 33, 1907, as to the grading of the accommodations; and the items of the equipment provided in each school in accordance with said circular shall be those on the value of which he will reckon the percentage. The special equipment for Continuation Schools or Fifth Forms shall not be included.

- (3) Out of the combined Legislative and County grants, each school shall receive 10 per cent. of the approved value of the equipment up to a maximum grant of \$20.00 for each Principal and of \$2.50 additional for each assistant.
- (4) Out of the combined Legislative and County grants, each school shall receive a grant on the character of its accommodations, the maximum being \$30.00 for a one-teacher school, \$45.00 for a two-teachers school, and \$60.00 for a school with more than two teachers, in accordance with the following scheme:

		One te	acher			I'wo te	eachers	5.	Thr	ee tea		and			
Grade.	I.	II.	IH.	IV.	I.	II.	III.	IV.	I.	II.					
Closets Water supply School grounds School buildings Class rooms Halls Cap rooms Private rooms Desks Blackboards Lighting Heating Ventilation	1 00 2 00 1 00 2 00 4 00 4 0	1 50 3 00 1 50 1 50 7 5 1 50 7 5 1 50 7 5 0 1 50 0 3 00	1 00 2 00 1 00 1 00 50 1 00 50 1 00 50 1 00 2 00 2 00 2 00	1 000 500 1 000 500 500 500 255 500 200 500 1 000 1 0000 1 000 1 0000 1 0000 1 0000 1 0000 1 0000 1 0000 1 00	2 00 5 00 3 00 2 00 2 00 3 00 6 1 50 6 3 00 6 1 50 6 0 6 0 6 0 6 0	4 5 5 6 1 5 6 6 1 5 6 6 1 5 6 6 1 5 6 6 1 5 6 1	0 3 00 0 1 00 5 2 50 5 1 50 0 1 00 1 00 1 50 1 50 0 75 1 50 0 75 1 50 0 3 00 0 3 00 0 3 00	1 50 50 1 25 75 75 75 6 40 75 40 75 40 75 40 75 40 75 40 75 40 75 40 75 40 75 40 75 40 75 75 75 75 75 75 75 75 75 75	8 00 3 00 6 00 6 4 00 7 3 00 8 4 00 9 2 00 9 4 00 9 2 00 9 4 00 9 2 00 9 4 00 9 8 00 9 8 00 9 8 00	3 00 3 00 2 25 3 00 1 50 3 00 1 50 0 3 00 0 6 00	1 50 3 00 2 00 2 00 1 50 1 2 00 1 1 00 2 00 1 2 00 1 00 2 00 1 4 0 4 0	2 00 75 0 1 50 0 1 00 0 1 00 75 0 1 00 0 50 0 1 00 0 2 00			

- (5) When a Union School Section is composed of portions of townships in different counties, the grant to its school from each county shall, as far as practicable, be that fraction of the Legislative grant payable to said school which the assessed value of the portion of the section within the county is of the whole assessed value of the section, according to the equalization made by the assessors, as provided in section 29 of the Public Schools Act of 1909.
- (6) When the amount of the Legislative and County grants is insufficient to provide for each school the sums required under the foregoing regulations, the Inspector shall make a pro rata deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a pro rata addition to the total grant to each school.
- (7) (a) In order that the County Council may be duly notified before its June meeting of the amount it must raise as the equivalent of the Legislative grant on equipment and accommodations, each Inspector shall notify the Minister not later than May 9th of the number of teachers in his Inspectorate reckoned as in (1) above.
- (b) When the Inspector has Rural Schools in different counties he shall make a separate return for each county.

VI. Time of Payment of the Grants.

The Department of Education Act provides for the payment of the Legislative grant to the counties concerned before August 1st. Said grants shall be forth-

with payable to the respective Boards of Rural Public and Separate School Trustees, except the grant on the equipment and the accommodations which, with the equivalent County grant, shall be payable as the Inspector may arrange, but not later than December 1st. If said grants on equipment and accommodations are payable to the Township Treasurer, the Inspector shall notify the County Treasurer of the amount due the Township Treasurer on this account.

VII. Grants to Assisted Schools

The grant to Assisted Schools will be apportioned to the Public and Separate Schools respectively on the report of the Inspector, who shall supply, in a form to be obtained from the Minister, the details necessary to enable him to form a proper judgment as to the merits of each application.

VIII. Special Grant for Rural School Libraries.

- (1) The special grant of \$6,000.00 in aid of Rural School Libraries will be apportioned amongst the Rural Public and Separate Schools respectively of the whole Province, not including Continuation Schools or Fifth Classes as an additional percentage on the value of all library books purchased between October 1st, 1909, and October 1st, 1910, provided no school receives more than \$10.00, and provided no purchase is less than \$10.00. The books shall also have been approved by the Inspector as especially suitable for the pupils' use.
- (2) All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require in regard to the purchase of the books, including vouchers from the booksellers.
- (3) The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the first day of November.

April 10th, 1910.

INSTRUCTIONS TO INSPECTORS, REVISED, 1910

(Instructions No. 13.)

DISTRIBUTION OF THE LEGISLATIVE GRANT—RURAL PUBLIC AND SEPARATE SCHOOLS IN THE DISTRICTS OF ONTARIO

Statutory Provisions.

The following are the provisions of the Department of Education Act for distributing the Legislative Grant to the Rural Public and Separate Schools in the Districts:

(1) Subject to the Regulations all sums of money appropriated as a general grant for the Rural Public and Separate Schools shall be apportioned by the Minister amongst such Rural Schools on the basis of the salaries paid to the teachers, the value of the equipment, the character of the accommodations, the grade of the teachers' professional certificates, the length of their successful experience, and the amount of the assessments.

- (2) Subject to the Regulations the grants so apportioned to Rural Public and Separate Schools in Provisional Judicial Districts shall be paid to the respective boards of trustees on or before the first day of August in each year or in two equal instalments, the first on or before the 1st day of August, and the second on or before the 1st day of December.
- (3) Subject to the Regulations all sums of money appropriated for assisted schools shall be apportioned by the Minister, to Public and Separate School Boards in poor rural districts, and to the residents of lumber, mining, and other settlements.

General Instructions.

The information herein contained is now communicated to the District Inspectors in order that they may procure from School Boards and Township Clerks the data necessary for the official returns on which the distribution will be made by the Minister (the forms for which are sent herewith to each Inspector).

Certification of Returns.

All returns from School Boards shall be certified by the Secretary or Secretary-Treasurer; those from the Township Clerks shall be certified by these officials; and said returns shall be retained by the Inspector for at least one year as his authority for his official report.

Payment of the Instalments.

The Department of Education Act provides for the payment of the Legislative Grant in two equal instalments on or before the first days of August and December in each year. It will accordingly be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so as to transmit to the Department of Education, the official forms completely filled in, not later than June 22nd.

Before payment of the second instalment is made the Inspector will, not later than the 15th day of November, furnish the Department with a Supplementary Report confirming his June Report or recommending such alterations therein as the situation may then render necessary.

All schools which have been open for less than four and one-half months in the first term shall be reported by the Inspector in his November report, and shall be paid the full proportion of the Legislative Grant to which they are entitled, at the time the second instalment is paid, except in special cases where the Inspector is able to report that such schools intend to remain open so as to complete the prescribed time before the opening of the second term, in which case the grant will be included with the first instalment and the cheque sent to the Inspector's care, to be held by him until such time as the schools in question have completed the specified time.

Assessments and Sections.

(1) In the case of *organized townships* the average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the average of the total assessed values of the township for the three years next preceding the year of distribution.

- (2) For the above computation:—
- (a) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.
- (b) A union section shall be counted as belonging to the township in which the school building is situated and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, sections 29 and 35).
- (c) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.
- (3) In the case of *unorganized townships*, the average section assessment hereinafter referred to shall be computed on the average of the total assessed values of the section for three years next preceding the year of distribution.
- (4) If, in any year, the assessment of 1906 is reduced in any case, such reduction shall not be recognized by the Department of Education unless satisfactory reasons are submitted, through the Inspector, for said reduction.

Scheme of Distribution.

The Inspector shall give in his June return the total yearly apportionment to each school not including Continuation Schools,* and the amount due to each shall be the sum of the Grants to which it is entitled under the following regulations:

A proportionate reduction of the Grants under each heading, however, shall be made in respect of those schools which failed to remain open and in effective operation the whole year, and no school shall be entitled to receive a Grant which has been open less than four and one-half months.

The Inspector in proportioning the Grants to such schools as were not open the whole year shall base his calculations on the school year of ten months.

I. Fixed Grants.

When the average section assessment, as defined above, is less than \$20,000, each school shall receive a fixed grant of \$40; when it is at least \$20,000, but less than \$30,000, the fixed grant shall be \$30; when it is at least \$30,000, but less than \$40,000, the fixed grant shall be \$25; and when it is at least \$40,000, but less than \$50,000, the fixed grant shall be \$20; when it is \$50,000 or over there shall be no fixed grant.

II. Grants Payable on Teachers' Salaries.

Each school shall receive 40 per cent. of the amounts paid in teachers' salaries during the calendar year, up to a maximum of \$600 salary in the case of each teacher, the computation beginning as follows:

- (1) At \$100, where the average section assessment, as defined above, is less than \$20,000;
- (2) At \$150 for a Principal and \$100 for an assistant where the average section assessment, as defined above, is \$20,000 or over.

^{*}The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

III. Grants on the Teachers' Qualifications.

The following grants shall be paid on the basis of the grades of the teachers' professional certificates and the length of their successful experience, the competency of each teacher being attested by the Inspector of the school for which such grant is claimed.

- (1) If the teachers' total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next:
 - (a) For a Provincial Professional First Class Certificate\$50
 - (b) For a Provincial Professional Second Class Certificate...... 40
 - (2) If said experience shall have been less than five years on the same date:
 - (a) For a Provincial Professional First Class Certificate...........\$40

 - (d) For a Professional District Certificate 20

Grants on Equipment and Accommodations.

- (1)—(a) Where the average section assessment, as defined above, is under \$20,000, each school shall receive a grant of \$30; and where it is at least \$20,000 and under \$30,000, a grant of \$25, said grants to be applied to the improvement of the equipment and accommodations.
- (b) The above grants for the improvement of equipment and accommodations shall be expended by the School Boards under the advice of the Inspector; and the improvements, with the items of expenditure, shall be reported to him by the School Boards, before August 1st of the year next following the receipt of the grant.
- (2) Where the average section assessment, as defined above, is \$30,000 or over, a grant will be made by the Minister to each Inspectorate at the rate of \$20.00 for each principal, and \$2.50 for each assistant (not including the teachers of Continuation Schools) where the school has been in effective operation for at least one term, and the total sum of said grants shall be sub-apportioned by the Inspector concerned amongst his schools with said assessment on the basis of the value of the equipment and the character of the accommodations in accordance with the following scheme:
- (a) Each school shall receive 10 per cent. of the approved value of the equipment up to a maximum of \$20 for each Principal and \$2.50 additional for an assistant; the items of the equipment on which the valuation is made being those prescribed in Circular No. 33, 1907, and provided in the school. The special equipment for Continuation Schools and Fifth Classes shall not be included.
- (b) Each school shall receive a grant on the character of its accommodations, the maximum being \$30 for a one-teacher school, \$45 for a two-teachers school, and \$60 for a school with more than two teachers, in accordance with the pro-

visions of Circular No. 33, 1907, in regard to accommodations, and in accordance with the following scheme:

Grade.		One teacher.								Two teachers.							Three teachers and over.							
Graue.	I.		II.		III.		Ι	V.	I.		II.		III.		IV.		I.		II.		III.		IV.	
Closets Water supply School grounds School buildings Class rooms Halls Cap rooms Private rooms Desks Blackboards Lighting Heating Ventilation	$\begin{vmatrix} 4 \\ 2 \\ 2 \\ 1 \\ 2 \\ 1 \\ 2 \\ 4 \\ 4 \end{vmatrix}$	c. 00 00 00 00 00 00 00 00 00 0	1 3 1 1 1 1 1 3 3	50 50 50 75 50 75 50 00 00	1 1 1 1 2 2	00	1 1 1 1		6 2 5 3 3 2 3 1 3 1 6 6	00 00 00 00 50 00 50 00 00	1 1 2 1 2 1 2 1 2 4 4	50 75 25 25 50 25 10 25 10 25 50 50	3 1 2 1 1 1 1 1 1 3	50 50 00 50 75 50 75 50 00	1 1 1 1	c. 50 50 50 25 75 75 40 75 40 75 50 50	8 3 6 4 4 4 3 4 2 4 4 8 8	e. 00 00 00 00 00 00 00 00 00 00 00 00 00	6 2 4 3 3 2 3 1 3 6 6	c. 00 25 50 00 25 00 50 00 50 00 00 00	$\begin{vmatrix} 4 & 1 & 1 & 3 & 2 & 2 & 1 & 2 & 1 & 2 & 1 & 2 & 1 & 2 & 4 & 4 & 4 & 4 & 4 & 4 & 4 & 4 & 4$	c. 00 50 00 00 00 00 00 00 00 00 00 00	$\begin{vmatrix} 2 \\ 1 \\ 1 \\ 1 \end{vmatrix}$	75 50 00 00 75 00 50 00 00 00

- (c) When the amount of the Legislative Grant to the inspectorate is insufficient to provide for each school the sums required under the preceding regulations, the Inspector shall make a pro rata deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a pro rata addition to the total grant to each school.
- (d) In order that the Department may apportion the correct amount to each Inspectorate for the grant for equipment and accommodations, each District Inspector shall notify the Minister not later than July 1st of the number of teachers in his Inspectorate reckoned as in (2) above.
- (e) A return of the total grant on equipment and accommodations as sub-apportioned by the Inspector to each school shall be made by him to the Department of Education, not later than November 1st, and shall be payable by the Minister not later than December 1st, direct to the School Board.

Grants to Assisted Schools.

In accordance with the statutory provisions, further grants will be made to assist special cases of hardship in school sections and in settlements where there is yet no school organization, for teachers' salaries and for such other purposes as the Minister of Education may deem expedient. Such grants will be made on the report of the Inspector concerned, who shall set forth in full detail on or before the first of November of each year, in a form to be obtained from the Department of Education, the conditions which, in his judgment, necessitate such grants.

Special Grant for Rural School Libraries.

The special Legislative Grant in aid of Rural School Libraries will be distributed amongst the Rural Public and Separate Schools of the whole Province,

not including Continuation Schools or Fifth Classes, as a percentage on the value of all books purchased between October 1st, 1909, and October 1st, 1910, provided no school shall receive more than \$10.00, and provided no purchase is less than \$10.00: The books shall also have been approved by the Inspector as especially suitable for the pupils' use.

All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require, in regard to the purchases of the books, including vouchers from the booksellers.

The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the 1st day of November.

January, 1910.

INSTRUCTIONS TO PUBLIC AND SEPARATE SCHOOL INSPECTORS, 1910
(Instructions No. 14.)

Apportionment of the Legislative Grant to Public and Separate Schools in the Urban Municipalities for the Calendar Year 1910.

Under the Department of Education Act of 1909, as amended in 1910, the Special Legislative Grant to the Public and Separate Schools in Urban Municipalities will first be divided by the Department of Education between these Schools on the basis of average attendance, and will then be apportioned amongst the Public and the Separate Schools, respectively, on the reports of the Inspector for these Municipalities, on the basis of the grade of the teachers' certificates and the length of their successful experience, in accordance with the following regulations:

General Provisions.

- 1. The grant shall be applied to such educational purposes as each Board may deem most expedient.
- 2. The Inspectors shall fill in the accompanying schedules and shall base their returns on the academic year, August, 1909, to the end of June, 1910.
- 3. Where there are more than one municipality, the Inspector shall report them separately, placing together in each municipality the certificates of the same grade. He shall also in all cases arrange the grades in the order of the circular.
- 4. The Inspectors shall include in their returns Domestic Science, Manual Training, Art, and Kindergarten teachers who hold the certificates recognized by the following regulations, and are employed as actual teachers in the Public or Separate Schools.
- 5. Teachers employed for their whole time in Continuation Schools* shall not be included.

^{*}The term "Continuation School" applies, not to the whole public or separate school, but to the particular division or divisions thereof in which Continuation School work is taught.

- 6. For a teacher employed in a Public or a Separate School the full school day for the whole academic year, the full grant shall be paid.
- 7. The grant shall be one-half the amount if the teacher with the certificate has taught in a Public or Separate School the full school day for less than the whole academic year, but for at least one term, or has taught the whole academic year for less than the whole school day, but for at least half a school day. In his report the Inspector shall indicate this by inserting in the proper column the numeral I. in the first case and the numeral II. in the second.
- 8. The competency of each teacher shall have been duly attested by the Inspector of the School for which the grant is claimed.
- 9. If the amount voted by the Legislature is insufficient to pay the grants in full, the Minister may make a *pro rata* reduction.

Note.—It is the policy of the Department of Education that, as soon as practicable, the lowest grade of certificate in the Urban Municipalities shall be an Interim Second Class, and that the employment of successful teachers with Permanent First Class certificates shall be encouraged. The Grant on Interim Second Class certificates will accordingly be gradually withdrawn, and such modifications made in the grants on the other certificates as the conditions of education may justify.

Urban Municipalities in the Organized Counties.

I. In Cities.

1. In Cities.
1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be— (a) For a Provincial First Class Certificate \$20.00 (b) For a Provincial Second Class Certificate 10.00 2. If said experience shall have been less than five years on the same date the grant shall be—
(a) For a Provincial First Class Certificate\$10.00(b) For a Provincial Second Class Certificate5.00
II. In Towns.
1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be— (a) For a Provincial First Class Certificate
(b) For a Provincial Second Class Certificate
III. In Villages.
1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be— (a) For a Provincial First Class Certificate

the grant shall be-

2. If the said experience shall have been less than five years on the same date,

Urban Municipalities in the Districts.

IV. In Urban Municipalities with a Population of 1,500 or over.

1. If the teacher's total experience in the schools of the Province of (Ontario
shall have been at least five years on July 1st next, the grant shall be—	
() T - Deciminal Time Class C 1:C 1	

(a) For a Provincial First Class Certificate	\$40.00
(b) For a Provincial Second Class Certificate	30.00
2. If said experience shall have been less than five years on the same da	te, the
grant shall be—	

2. If said experience shall have been less than five years on the same dat	e, the
grant shall be—	
(a) For a Provincial First Class Certificate	\$30.00
(b) For a Provincial Second Class Certificate	25.00
3. For a Permanent or an Ordinary Third Class Certificate or a	
First Class County Board Certificate the Grant shall be	
4. For a District Certificate the Grant shall be	15.00

V. In other Urban Municipalities.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be—

(a)	For a	Provincial	First (Class (Certificate			 	\$50.00
(b)	For a	Provincial	Second	Class	Certificate			 	37.50
` '		3 13		1 11 1		13	0	1.7	7 1

	2. If the said experience	shall	have	been	less	than	five	years	on	the	same	date,
the	Grant shall be—											

the Grant shall be—	
(a) For a Provincial First Class Certificate	\$37.50
(b) For a Provincial Second Class Certificate	
3. For a permanent or an ordinary Third Class Certificate or a First	
Class County Board Certificate the Grant shall be	25.00
4. For a District Certificate the Grant shall be	

Note.—The term "Provincial First Class Certificate" used in I., II., IV. and V. above does not in clude First Class County Board Certificates.

May, 1910.

EXAMINATIONS, 1911

(Circular No. 58.)

PRESCRIBED TEXTS—HIGH SCHOOL ENTRANCE EXAMINATION—SELECTIONS FOR MEMORIZATION:

Ontario Reader, IV. (New.)

The Children's Song, p. 1; Canada, p. 37; Ancient Mariner, 61; Afton Water, p. 109; Ye Mariners of England, p. 154; The Bells of Shandon, p. 158: The Spacious Firmament, p. 205; Ocean, p. 216; The Skylark, p. 372; To a Water Fowl, p. 377; Vitaï Lampada, p. 395.

Roman Catholic Reader, IV.

The Barefoot Boy, p. 24; The Deserted Village, p. 30; Abou Ben Adhem and the Angel, p. 51; Step by Step, p. 88; The Heritage, p. 150; Ye Mariners of Eng-10 E. land, p. 161; The Water Fowl, p. 174; A Day in June, p. 305; The Bells of Shandon, p. 330.

MODEL SCHOOL ENTRANCE EXAMINATION.

English:—Scott, The Lady of the Lake.

NORMAL SCHOOL ENTRANCE EXAMINATION.

ENGLISH:—Tennyson, The Poet, The Lady of Shalott, Oenone, The Epic and Morte d'Arthur, St. Agnes' Eve, The Voyage, "Break, break, break," In the Valley of the Cauteretz; Browning, My Last Duchess, "How they brought the good news from Ghent to Aix," Love among the Ruins, Home Thoughts from Abroad, Up at a Villa, Andrea del Sarto, The Guardian Angel, Prospice, An Epistle of Karshish, Cavalier Tunes; Shakespeare, Macbeth.

LATIN:—Casar, De Bello Gallico Book IV., chaps. 20-38, and Book V.,

chaps. 1-23; Virgil, Æneid, Book I., vv. 1-510.

FACULTY OF EDUCATION ENTRANCE EXAMINATION.

ENGLISH:—Tennyson, The Poet, The Lady of Shalott, Oenone, The Epic and Morte d'Arthur, St. Agnes' Eve, The Voyage, "Break, break, break," In The Valley of the Cauteretz; Browning, My Last Duchess, "How they brought the good news from Ghent to Aix," Love among the Ruins, Home Thoughts from Abroad, Up at a Villa, Andrea del Sarto, The Guardian Angel, Prospice, An Epistle of Karshish, Cavalier Tunes; Shakespeare, Macbeth, As You Like It.

*LATIN:—Casar, De Bello Gallico, Book I.

Horace, Odes, Book I., 1, 2, 5, 6, 10, 14, 22, 24, 31, 34, 35, 38; Book II., 3, 10, 14, 15, 16, 18; Book III., 1, 2, 3, 4, 5, 13, 21, 23, 24, 25, 29, 30; Book IV., 2, 4, 5, 7, 15.

Virgil, Æneid, Book I., vv. 1-510; or Book II., vv. 1-505.

Cicero, In Catilinam, I. and III.

Virgil, Æneid, Book I., vv. 1-510; Cicero, In Catilinam, I. and III.

GREEK:—Xenophon, Hellenica (Philpotts' Selections, sections I. and II.); Homer, Iliad I., 1-350; III., 121-244; VI., 66-118, and 237 to the end; Odyssey VI. and IX.

FRENCH:—Lamennais, Paroles d'un croyant, Chaps. VII. and XVII.; Perrault, le Maître Chat ou le Chat botté; Dumas, Un nez gelé, and la Pipe de Jean Bart; Alphonse Daudet, la dernière Classe, and la Chèvre de M. Seguin; Legouvé, la Patte de dindon; Pouvillon, Hortibus; Loti. Chagrin d'un vieux forcat; Molière, l'Avare, Acte III., sc. 5 (Est-ce à votre cocher . . . sous la mienne): Victor Hugo, Waterloo, Chap. IX.; Rouget de l'Isle. la Marseillaise; Arnault, la Feuille; Chateubriand, l'Exilé Théophile Gautier. la Chimère; Victor Hugo, Extase; Lamartine, l'Automne; De Musset, Tristesse; Sully Prudhomme, le Vase brisé; La Fontaine, le Chêne et le Roseau; Labiche, la Grammaire; Erckmann-Chatrian, Madame Thérèse.

GERMAN:—The texts contained in the High School German Reader. Leander, Träumereien, pp. 45 to 90 (selected by Van Daell); Baumbach, Der Schwiegersohn; Elz, Er ist nicht eifersüchtig; Wichert, Post Festum.

^{*} Note.—The continuous passages of English for translation into Latin will be based on Cæsar.

For candidates who substitute special courses in English for the course prescribed in Latin, under provisions of High School Regulations, 1909, page 51, sec. 4. (2) (a), the following courses are prescribed:—

I. English Literature—

Familiarity with and intelligent appreciation of the following texts:-

Chaucer:—The Prologue; Spenser:—The Faerie Queene—Book I.; Milton:—Paradise Lost—Book I.; L'Allegro and Il Penseroso; Pope:—The Rape of the Lock—The Prologue to the Satires; Goldsmith:—The Traveller, The Deserted Village; Wordsworth:—Ode on Intimations of Immortality, The Reverie of Poor Susan, Lucy Gray, Hart-leap Well, Lines composed a few miles above Tintern Abbey, Yarrow Unvisited, Yarrow Visited, Yarrow Revisited; Tennyson:—In Memoriam (one paper).

II. The History of the English Language and Literature—

A Brief History of the English Language--By O. F. Emerson (The Macmillan

Co.).

The History of English Literature as developed in the lives of the following in *The English Men of Letters Series*: Chaucer, Spenser, Milton, Pope, Goldsmith, Wordsworth, Tennyson (one paper).

Physics:—In 1911 the Examination in Physics for Entrance into the Faculties of Education will be based on the course of work as outlined in High School Regulations, 1909.

Reference texts suggested:

(1) Crew's General Physics (Macmillan & Co.).

(2) Hastings and Beach, General Physics (Ginn & Co.).

Nov. 16, 1910.

HIGH SCHOOL ENTRANCE EXAMINATION, 1910

The Minister of Education authorizes Boards of Examiners to grant, at their discretion, for the present year, pass standing to candidates who have made less than 40 per cent. of the marks in any one subject, but have made 60 per cent. of the aggregate marks.

July 28th, 1910.

DEPARTMENTAL EXAMINATIONS

Admission to Faculties of Education, Normal and Model Schools. (Circular No. 19A.)

Examiners.

1. (1) Except when necessary for special subjects the Examiners-in-chief for admission to the professional schools shall be selected as follows:

For the Model Schools, from the staffs of the Model Schools; for the Normal

Schools, from the staffs of the Normal Schools; and, for the Faculties of Education, from the staffs of the said Faculties and of the Normal Schools; with, in the case of each Board, one or more of the Inspectors of Public and Separate Schools, Continuation Schools and High Schools.

(2) The Examiners-in-chief for any examination shall act as a Board of Examiners for that examination and shall be jointly responsible for the preparation of all the question papers and the determining of the results.

Associate Examiners.

- 2. (1) The Associate Examiners to read and value the answer-papers of candidates for admission to the Faculties of Education and the Normal Schools shall be graduates of a British University or Specialists according to the regulations of the Department of Education, who are actually engaged in teaching, and who hold permanent High School certificates.
- (2) No Associate Examiner for the above examinations will be appointed to read the answer-papers in a subject which he is not actually engaged in teaching.
- (3) The Associate Examiners to read the answer-papers of candidates for admission to the Model Schools shall be holders of Permanent First-Class certificates, who are actually engaged in teaching in Model Schools, Continuation Schools, or Fifth classes.
- 3. Except for special reasons no Examiner or Associate Examiner shall be appointed for more than three consecutive years.

Examination Papers.

4. (1) One examination paper shall be set in each subject except in the case of Latin, Greek, French, German, and Biology, in each of which subjects there shall be two papers.

Hereafter at the Normal Entrance Examination a paper will be set in each

of (a) Ancient History and (b) British and Canadian History.

(2) The papers set for admission to the Faculties of Education and the Normal Schools shall be different from those set for University Matriculation. Optional questions may be given in a paper at the discretion of the Board of Examiners.

A candidate for admission to a Faculty of Education who is also a scholarship candidate at the Honour Matriculation examination may substitute for one or more of the following subjects of the Faculty examination the corresponding subject or subjects of the scholarship examination:

Mathematics, English, Physics, Chemistry, Biology, Latin, Greek, French, and

German.

- (3) At the examinations in English Composition, an essay or a letter or both shall be required, to which special importance shall be attached. Questions in Rhetoric may also be set at the examination for Entrance into the Faculties of Education; but no candidate shall be passed who does not satisfy the Examiners in Composition.
- (4) In addition to passages from the prescribed authors, sight passages shall also be set at the examinations in English Literature, Greek, Latin, French, and German.

Examination Standards.

5. (1) For a pass the standard shall be 60 per cent. of the aggregate marks of the papers on the subjects prescribed for the examination, as well as 40 per

cent. on each paper. For honours it shall be 75 per cent. of the aggregate. Each examination paper shall be valued at 100, except in the Latin papers of the examination for Entrance into the Normal Schools, which shall be valued at 75 each.

- (2) If, after all the answer-papers have been read, any examination paper should be found by the Board of Examiners to be easier or more difficult than required, the minimum on the paper shall be correspondingly increased or diminished.
- (3) At all the examinations for entrance into the professional schools, a report signed by all the members of the staff concerned as to the standing of their candidates will be taken into account in settling the results. Only the names of the candidates who, in the opinion of the staff, have completed satisfactorily the courses for the examination shall be included in this report. Such a report must be received at the Department not later than the first day of the examination to which the report refers.
- 6. (1) A candidate who makes the required aggregate, but who fails to obtain the minimum in a subject, may be passed at the discretion of the Board of Examiners, provided he was reported by the staff of the school as competent and such report is found to be satisfactory.
- (2) A candidate who has failed at the examination for entrance into the Faculties of Education may on application to the Minister of Education be granted a Normal School Entrance Certificate, provided he has obtained 50 per cent. of the aggregate of the marks for each part, and 33 1-3 per cent. of the marks for each paper, and provided he presents from the Principal of an Approved School the certificate, or passes the September examination, prescribed in Sections 5 and 6, pages 57 and 58 of H. S. Regulations of 1909.
- (3) A candidate who has failed at the examination for entrance into the Normal Schools may on application to the Minister of Education be granted a Model School Entrance Certificate, provided he has obtained 50 per cent. of the aggregate of the marks for the July examination, and 33 1-3 per cent. of the marks for each paper therefor, and provided he presents from the Principal of an Approved School the certificate provided for in section 6, page 58 of the H. S. Regulations of 1909, for admission to a Normal School, or, on examination by the Principal of the Model School, gives satisfactory evidence of his knowledge of the Lower School subjects detailed in section 5, page 57 of the H. S. Regulations of 1909.

Appeals.

- 7. (1) The papers of all candidates, who, on the reading of the Associate Examiners, are found to have failed in any way by not more than a reasonable margin, shall be at once re-read by the Board of Examiners. Candidates who still fail on this second reading shall have their statements of marks stamped RE-READ, and in these cases no appeal will be allowed.
- (2) Candidates who fail and whose papers have not already been re-read by the Board of Examiners may have their papers so re-read by making an appeal before September 1st and paying a fee of \$2.00.
- (3) Should illness, bereavement or other unavoidable cause interfere with a candidate's examination, such circumstances shall be duly considered by the Board of Examiners; but only when reported to the Department, with satisfactory documentary evidence, immediately at the close of the written examination.

Certificates.

8. The Board of Examiners shall report the results of the examination to the Minister of Education, and, when approved, certificates shall be issued to the successful candidates and statements of marks to those unsuccessful.

Communications.

9. All communications in regard to examinations shall be addressed to the Deputy Minister of Education.

January, 1910.

PHYSICS FOR NORMAL SCHOOL ENTRANCE, 1911

(Circular No. 19B.)

In view of the fact that a new text-book in Physics has not yet been authorized, the examination in Physics in 1911 for Entrance into the Normal Schools will be based, as in 1910, on the course prescribed in the Regulations of 1904.

August, 1910.

SUPPLEMENTAL MATRICULATION EXAMINATION

(Circular No. 24B.)

1. Commencing with September, 1910, the Supplemental Pass Junior Matriculation examination will be conducted by the Department of Education for the University Matriculation Board at the following centres:—

(a) The University of Toronto; Queen's University, Kingston; McMaster

University, Toronto; and the Western University, London.

- (b) Any of the following centres which are requested by applicants prior to September 1: Windsor, Chatham, Sarnia, St. Thomas, Woodstock, Brantford, Welland, St. Catharines, Hamilton, Goderich, Stratford, Berlin, Guelph, Wiarton, Owen Sound, Barrie, Port Hope, Lindsay, Peterborough, Belleville, Picton, Brockville, Cornwall, Ottawa, Smith's Falls, Renfrew, North Bay, Sault Ste. Marie, Port Arthur, New Liskeard.
- (c) Subject to the approval of the University Matriculation Board, other centres (i) in Ontario at the request of candidates, if application is received prior to August 25th; (ii) in Canada at the request of a University named in (a), if application is received prior to August 1.
- 2. The subjects of the examination, the prescription of work and the standard required shall be the same as for the annual Pass Junior Matriculation examination of the same year.
 - 3. The following are eligible to become candidates at this examination:
 - (a) Those who are applicants for the complete Matriculation examination.
- (b) Those who are completing this examination under the University requirement in force previous to 1909, which reads as follows:

"Candidates who have failed in a minority of subjects at a previous examination may present themselves at this examination."

(c) Those who are completing this examination under the University require-

ment for 1910, which reads:

"In 1910 a candidate who has failed to obtain pass standing in not more than three papers may complete Junior Matriculation by passing on these papers at any one subsequent examination."

4. Candidates who present themselves under (3) and are successful at their examination will be granted Departmental Certificates of Pass Junior Matriculation. The unsuccessful candidates will receive statements of marks obtained.

- 5. Other candidates than those mentioned in (3) may be admitted to the examination for the purpose of qualifying for a standing other than that of Departmental Matriculation. To such candidates statements of marks only will be issued.
- 6. The fee for writing on the Supplemental Examination shall be \$2 for each paper with a maximum fee of \$10.

7. Candidates may write at any one of the four University centres mentioned

in 1 (a) without any additional cost to themselves.

8. Candidates who write at any other centre, in addition to paying the fee required in (6), must also defray the local expenses of conducting the examination. These include the cost of supplies, any charge for the examination room, express charges, and the allowance to the Presiding Officer at \$4 per day.

9. The regular uniform examination books shall be used at this examination, and the examination shall be conducted, mutatis mutandis, under the instructions

governing the annual Midsummer examinations.

10. Applications to write on the examination, together with the necessary fee, must be received at the Department of Education not later than September 1, for those who wish to write at any centre established in Ontario, and not later

than August 1 for any centre elsewhere in Canada.

- 11. Additional candidates who have failed to make application as specified in (10) may be admitted to the examination at a centre already established, provided the accommodation is adequate and the number of question papers sufficient. In such cases the Presiding Officer shall collect the required fee with one dollar additional, and forward it to the Department of Education at the close of the examination.
- 12. Forms of application, the time-table of the examination, and further particulars may be had upon application to the Department of Education.

May, 1910.

SUPPLEMENTAL MATRICULATION EXAMINATION

(Instructions No. 51.)

Instructions to Presiding Officers, 1910.

Presiding Officers are requested to peruse carefully the following instructions and see that they are fully carried out:—

1. Each Inspector or such other person as may be appointed a Presiding Officer by the Minister shall receive from the Department or the Inspector the

examination papers, and shall thereupon be responsible for the safe keeping of the bag and its contents until the examination is concluded.

2. On the receipt of the bag containing the question papers the Presiding Officer will see that the seal is intact. The bag can be opened by cutting the cord, and when opened the names and numbers of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, telegraph the Department at once.

3. The Presiding Officer will satisfy himself that all necessary arrangements

are made in due time for the examination.

4. The Presiding Officer shall, if there is sufficient accommodation and if sufficient papers have been received, admit candidates who, through some oversight, did not send their applications to the Department. The names of such candidates are to be entered in red ink on the tally-list and on the check-lists of the papers on which they write. The candidate's application and the required part of the fee, with one dollar additional as provided in section 11 of Circular 24b, shall be sent by the Presiding Officer to the Department.

5. The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged in writing, and he shall not give his attention to any work other than that which pertains to his duties as Presiding Officer. He shall take all necessary care to render it impossible for the instructions to candidates to be violated without his knowledge. This instruction (5) is to be observed, how-

ever small may be the number of candidates.

- 6. In the examination room, candidates shall be seated at least five feet apart. All books, diagrams, maps, etc., having reference to the subject of examination shall be removed from the room; all arrangements shall be completed, and the necessary stationery distributed at least fifteen minutes before the time appointed for the commencement of the first subject of the examination, and at least five minutes before each other subject is begun.
- 7. The necessary stationery includes pens, blotting-paper, black ink of a uniform colour, and the authorized examination-books. Each candidate will receive one examination-book and one answer-envelope at the beginning of each examination period and other books as required during said period. No paper other than the examination-book must be distributed to the candidates, and no paper, examination-book or other book must be brought into the room by any candidate. (The Presiding Officer's attention is called to the instructions as to the use of the examination-books on the first page thereof.)
- 8. No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination; and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge at one time more than twenty-five candidates. No conversation or other noise which might disturb the candidates shall be allowed in the vicinity of the examination room.
- 9. The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties, drawing attention to any feature of them that may require special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. Great care should be taken in distributing the proper number and kind of envelopes and examination-books and in accounting for such envelopes and examination-books as have been distributed.

10. Punctually at the time appointed for the commencement of each examination, the Presiding Officer shall, in the examination-room and in the presence of the candidates and other assistant Presiding Officers (if any), break the seal of the envelope containing the question papers, and give them to the assistant officers and to the candidates. The papers of only the subject required shall be opened at one time. Until the examination in the subject is over, no examination papers other than those which the candidates receive, shall be taken out of the room.

11. Punctually at the expiration of the time allowed, the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer

papers immediately, duly fastened in the envelopes.

12. The Presiding Officer shall keep upon his desk the tally-list (check-list of candidates and subjects) and as each paper in any subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name), he shall check the same by entering the figure "I" opposite the name of the candidate. The names of extra candidates are to be added in red ink after the names of those on the official list. After the papers are handed to the Presiding Officer he shall not allow the answer-envelopes to be opened, and he shall be responsible for their safe keeping until transmitted to the Department. The answer-papers as well as the question-papers should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.

INSTRUCTIONS TO CANDIDATES

(To be read to candidates as indicated on time-table.)

1. Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination, and any person detected in attempting to personate a candidate shall be reported to the Department. The Presiding Officer is authorized to refuse the application of any candidate who presents himself at any centre other than that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every

way satisfactory to the Presiding Officer.

- 2. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly admitted candidate and other candidates.
- 3. A candidate shall not leave the room within one hour after the distribution of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on such subject.
- 4. Every candidate shall conduct himself in strict accordance with the instructions. Should he violate the instructions to be found in sections 5 and 6 below or on the first page of the examination-book; should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything from which he may derive assistance; should he talk, whisper, or make signs to another candidate; should he leave his answers so exposed that any candidate may copy from him; should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled and he will be debarred from pre-

senting himself at any Departmental examinations for two years. Should the Presiding Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate concerned at once to leave the room; he shall strike his name from the list of candidates; and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Department.

5. Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination-book. If he write his name or any distinguishing mark on his examination-book, or if he tear any paper from this book, or if he insert in this book any matter not pertinent to the examination, or if he use any paper or book or ink other than that provided, his examination

may be cancelled.

6. The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination-book or books (if more than one be needed); he may use the unruled sides in preparing the answers in rough. He shall fold his examination-book (or books) once across, place it in the envelope provided by the Presiding Officer, seal the envelope, write on the outside of the envelope the subject of examination only, and on the slip provided his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Officer. Candidates should see that their answers are placed in the proper envelopes. Parts A and B of the Matriculation History paper are to be placed in separate envelopes.

7. Candidates are also reminded that the Presiding Officer is not allowed to make any explanation or other statement regarding the probable meaning of any question or to give any advice as to what question should be answered by the candi-

dates or how any question should be answered.

Should any error appear to have been made in any question, no attention shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer, who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

- 8. In case of the illness of any candidate during the examination, the Presiding Officer should report full particulars to the Department immediately at the close of the examination and his report should be accompanied by a medical certificate, stating precisely the nature of the illness, and the time and duration of its occurrence. Other occurrences interfering with a candidate's examination should be reported at the same time. Certificates received or circumstances reported after this date will not be considered by the Board of Examiners when determining the results of the examination.
- 9. Any candidate who is prevented from attending the examination for which he applied may have his fee returned by applying to the Department.

10. Candidates who do not make application by the day specified in the application form are charged \$1 extra.

Making Reports and Returning Answers to the Department.

1. The Presiding Officer shall report to the Department at the close of the examination in the "remarks" column of the Diagram Blank (Form 292) any particulars in which the instructions, etc., were not observed, and he shall mention any facts regarding the examination that he deems expedient to have brought before

he Board of Examiners. The Presiding Officer and his assistants shall sign a eclaration that in all other respects the instructions and regulations were fully

omplied with.

2. The Presiding Officer, as part of his report to the Department, shall send a liagram of each room on the forms provided (Form 292), showing the position ccupied by each candidate and Assistant Presiding Officer during the examination. Candidates shall not be permitted to change positions.

3. The prompt return of the answers to the Department at the close of each lay of the examination is requested. These should be sent either by registered post or prepaid express, and should be accompanied by the check-lists of candidates for the papers written upon that day. The complete tally-list should be sent with

the last day's papers. All diagrams and reports should be forwarded to the Department by post immediately at the close of the examination.

4. (a) The bag shall be returned at the close of the examination and shall be so folded and tied that the words "The property of the Department of Education," will be outwards. The shipping tag should be securely attached to the strap on the bag.

(b) All the express charges must be prepaid, and no commercial value should

be placed upon the bag and contents.

(c) All surplus examination papers, answer-envelopes and name slips should be returned to the Department in the bag with the last day's answer papers.

Expenses of the Examination.

1. For conducting the examination each Presiding Officer and each Assistant Presiding Officer shall be entitled to \$4.00 a day and railway fare or the ordinary cost of conveyance.

2. The Department of Education will defray the whole cost of conducting the examination at the four University Centres. Payments will be made on the certifi-

cate of the Registrar of the University concerned.

3. At all other centres the Presiding Officer shall arrange with the candidates for the payment of his allowance as stipulated in 1 and of the incidental expenses of the examination such as supplies, express charges, postage, cost of examination room, etc.

4. The fee for writing on this examination shall be \$2 per paper (five or more papers, \$10.00), and shall be sent to the Department of Education by the candidate

with his application.

June, 1910.

SCHEDULE OF FEES AND ALLOWANCES

(Circular No. 71.)

I. Allowances to Examiners.

1. Each Examiner-in-chief will be paid \$15.00 for setting each paper allotted to him. (See Instructions No. 7.)

2. Each Examiner-in-chief and each Associate Examiner shall be paid \$6.00 per diem for attending meetings of Boards and Committees and for reading

answer-papers. (See Instructions No. 7.) The number of papers to be read per diem in reading the Scholarship and appeal answer-papers will be two-thirds of the average of the number of papers examined per day by an Associate Examiner in the same subject.

- 3. Each Examiner will be allowed his actual travelling expenses to and from his usual place of residence at the time when his services are required.
- 4. Each Examiner-in-chief not resident in Toronto will be allowed his actual living expenses while attending meetings of Boards or Committees or while reading answer-papers, at the Department. Where his services are required for more than one day, an Examiner-in-chief will be allowed, in lieu of living expenses, his actual travelling expenses to and from his usual place of residence for each of such days, up to an amount not exceeding \$1.50 per diem.
- 5. Each Presiding Officer at a Departmental examination shall be entitled to an allowance of \$4.00 per diem, except an assistant Presiding Officer at a High School Entrance examination, who shall be allowed \$3.00 per diem.
- 6. All services of Examiners not provided for in (2) above will be paid for at rates to be determined by the Minister of Education.

II. Fees.

- 1. The July examination fees will be as follows:
 - (1) Entrance into the Model Schools, \$5.00.
 - (2) Entrance into the Normal Schools, \$5.00.
 - (3) Entrance into the Faculties of Education, any part, I., II., A, B, C, or D, \$3.00 each part. Two or more parts, \$5.00.
 - (4) Commercial Specialist, \$5.00.
 - (5) Junior Matriculation, \$5.00.
 - (6) Honours or Scholarship examination, \$5.00.
 - (7) Partial Matriculation, if not more than four papers (or half-papers), \$3.00.
 - (8) Partial Matriculation when more than four papers (or half-papers), \$5.00.
- N.B.—(1) If the fees for any of the above examinations which a candidate desires to take in any one year amount to more than \$5.00, only \$5.00 will be required.
- (2) In the above examination, when a candidate's fee is \$5.00, the amount to be sent to the Department is \$3.00; when the fee is \$3.00 the amount to be sent is \$2.00. The remainder of the fee in each case is to be sent to the School Board or other body that bears the local expenses of the examination.
 - 2. The other examination fees will be as follows:
 - (1) The Art Specialist examination, \$5.00.
 - (2) The Supplemental Matriculation examination: five papers or less, \$2.00 per paper (or half-paper); more than five papers (or half-papers), \$10.00.
 - (3) An appeal against any examination for which a fee is charged, \$2.00.
- 3. A duplicate of a lost certificate (or for two or more in favour of the same candidate at one time) will be issued on payment of \$2.00.

- 4. For a certificate of Matriculation issued on the combination of examinations held in different years, \$5.00.
- 5. A late penalty of \$1.00 will be charged, in addition to the regular fee, for any examination in the case of a candidate whose application is not received by the date set therefor.

III. Refunds.

- 1. When a prospective candidate, for any reason, does not present himself for the examination for which he has applied, the fees paid for that examination will be refunded to him upon application.
- 2. When an appeal against any examination is sustained, the appeal fee will be refunded.
 - 3. Any money sent in error to the Department will be refunded.

IV. No fees are charged for the following:

- 1. The Kindergarten Assistants' examination.
- 2. Any examination at the Model or Normal Schools.
- 3. Admission to a Model or Normal School.
- 4. The High School Entrance or Midsummer examinations conducted in the Districts of Ontario.
- V. The Department of Education bears all necessary expenses of the following:-
- 1. The Kindergarten Assistants' examination when it is necessary to conduct it under a separate Presiding Officer.
- 2. The High School Entrance and Midsummer examinations held in the Districts of Ontario.
- 3. The conduct of the Supplemental Matriculation examination at the four University centres only.

December, 1910.

COURSES FOR PROFESSIONAL CERTIFICATES

(Circular No. 16A.)

- 2. The provisions of Circular No. 16 (Courses for Professional Certificates) have been amended as follows:—
- (1) A student who has been granted an Interim Second Class Certificate under Section 14 (2) and who passes at one examination in the part or parts in which he failed, may be awarded an Interim High School Assistant's and an Interim First Class Public School Certificate under the conditions prescribed in Section 4, sub-section 1 (b).
- (2) A student in the second advanced course who has attended regularly, and who in the aggregate of the marks for the term's work and final examinations has obtained 60% in Part III. and 35% in each subject of Parts I. and II. and

55% in each of such parts, shall be exempt from re-attendance and shall be granted an Interim High School Assistant's Certificate on passing, at one examination, in the part or parts in which he failed.

(3) For students in the second advanced course, the Arts Option selected shall count for 300 marks, and the requirements for a pass in Part II. shall be 40% on each, and 60% of the aggregate.

August, 1910.

AMENDMENTS TO THE REGULATIONS

(Circular No. 26.)

PUBLIC SCHOOL INSPECTORS' CERTIFICATES.

- 1.—(1) On and after the first day of September, 1908, a candidate who possesses the following academic and professional qualifications shall be entitled to a certificate as Inspector of Public Schools:
 - (a) A Permanent First Class Public School Certificate.

(b) A certificate of having passed the examination in the special course for Public School Inspectors, now provided by the Faculties of Education.

- (c) A degree in Arts from an Ontario University, with at least Second Class honours (66%) at graduation, in a course in General Proficiency or in a special Honour Department, said courses to be specified in the calendar of such University and accepted by the Department of Education.
- (d) At least seven years' successful experience in the provincial schools of Ontario, at least five of which shall have been in one or more of the Public Schools.
- (2) (a) Until July, 1913, attendance at a University shall not be exacted. After that date at least two years' attendance shall be required.
- (b) The Degree of Bachelor of Pedagogy shall be accepted in lieu of one of the seven years' of experience prescribed in (1) (d) above, or the degree of Doctor of Pedagogy in lieu of two of said seven years. If the candidate holds both degrees, each degree shall be accepted in lieu of one of said years.
- 2. Regulation 89 of 1904 shall remain as an alternative for the preceding regulation until the first of July, 1913, after which date said Regulation 89 shall cease to be valid. Said Regulation 89 is as follows:
- "The holder of a degree in Pedagogy who has had four years' experience as a teacher, of which two years shall have been in a Public School, and any person with five years' successful experience as a teacher, of which at least three years shall have been in a Public School, who holds either Specialist's non-professional standing obtained on a University examination, or a Degree in Arts from any University in Ontario with first-class graduation honours in one or more of the recognized departments in such University, and who has passed the examination of the Ontario Normal College (now Faculty of Education) for a Specialist's certificate, shall be entitled to a certificate as an Inspector of Public Schools."

Latin at the Normal School Entrance Examinations.

Section 8 (2) (a) of Circular 19, January, 1908, is hereby amended by adding as follows:

"Except the Latin papers for the Normal School Entrance Examination, which shall each be valued at seventy-five marks."

The History for Entrance into the Faculties of Education.

For the High School Upper School Course in History (British, Mediaeval, and Modern), prescribed on page 71 of the Regulations of 1904, the following has been substituted:

General outline of Mediaeval and Modern History, with special reference to

British History. The Geography relating to the History prescribed.

On this course the Examination of 1909 for Entrance into the Faculties of Education will be based, and, as heretofore, two papers will be set, one in the Mediaeval History of Part I., and one in the Modern History of Part II. A syllabus of the new course is contained in Circular 11, which may be obtained on application to the Deputy Minister of Education.

Entrance into the Faculties of Education and the Normal and Model Schools.

In pursuance of its policy of improving the qualifications of the teachers, the Department of Education will hereafter exact a higher standard of answering at the examinations for entrance into the Faculties of Education and into the Normal and Model Schools. The age for admission into the Faculties of Education and the Normal Schools will also be raised one year in each case. Beginning with the session of 1909-10, each candidate for a teacher's certificate shall be at least eighteen before entering a Normal School, and at least nineteen before entering either of the Faculties of Education.

Extension of Teachers' Certificates.

The abolition of the County Model Schools will probably result in a scarcity of teachers until an adequate supply is provided by the Normal Schools next July. The Minister of Education will, accordingly, be prepared to extend, until June 30th, 1909, any certificate that expires before that date, provided, however, such extension is recommended by the Inspector concernd.

Permanent Third Class and District Certificates.

The Permanent Third Class and District Certificates for teachers of ten years' successful experience, provided for in section 85 (1) of the Regulations of 1904, will not be issued after December 31st, 1908, to any teachers who cannot qualify on or before that date.

November, 1910.

CIRCULAR TO TEACHERS

WHO HOLD LIMITED THIRD CLASS CERTIFICATES.

(Circular No. 32.)

1. Limited Third Class certificates are now issued by the Department of

Education under the following conditions:-

(1) To Graduates of the Model Schools which have been retained for the preparation of teachers for school sections in the Districts and organized Counties whose financial and other conditions may prevent them from securing teachers holding First, Second or Permanent Third Class certificates.

(2) To Normal School students who have failed to obtain Second Class certificates but whose standing is considered sufficient to warrant the issuing of a

Limited Third Class certificate for two years.

(3) To teachers who have taken professional training at schools of equal rank

to that of the present Model Schools.

2. These Limited Third Class certificates are valid only for such Public and Separate Schools as the Minister of Education may approve on the application of the Public or Separate School Board through the Public or Separate School Inspector and with the Inspector's recommendation.

3. Before applying for a school, a teacher holding this grade of certificate should first apply to the Inspector of the school concerned to ascertain whether he would recommend the validating of a Limited Third Class certificate for that

school.

4. A Board of Trustees which is unable to secure a teacher with a First, Second or Permanent Third Class certificate shall apply to the Inspector on a form to be obtained from him, for permission to employ a teacher with a Limited Third Class certificate. The Inspector, if he approve of such application, shall forward it to the Minister of Education giving his reasons for his approval and transmitting along with it the teacher's certificate, which the Minister may make valid for the school section as requested.

5. No teacher holding a Limited Third Class certificate shall sign an agreement with any Board of Trustees until his certificate has been made valid for its school by the Minister of Education. Should the teacher wish to engage in another school during the period for which his certificate remains valid, the endorsation of the certificate by the Minister of Education approving of the new engagement must first be obtained through the request of the Board of Trustees and the

application of the Inspector in the manner aforesaid.

November, 1910.

ENGLISH-FRENCH SCHOOLS

(Circular No. 1B.)

CERTIFICATES FOR THE YEAR, AUGUST, 1910, TO JULY, 1911.

1. If legally qualified English-French Teachers are not obtainable for vacancies in English-French Schools, the following shall be the provisions for the year, August, 1910, to July, 1911:

(1) On the recommendation of the Inspector concerned and on the application of a Board of School Trustees, the Minister of Education may renew until, at

furthest, July 1911, the expired and renewed English-French Third Class and District certificates; but, as a condition of such recommendation, the Inspector may require the holder of such expired or renewed certificate to attend an English-French Summer School;

(2) After those mentioned above have secured positions, experienced teachers who are holders of temporary certificates that expire in 1910, or of Quebec certificates satisfactory to an inspector of English-French schools, may be engaged on the

following conditions:

(a) If they have already attended an English-French Summer School and taught successfully for at least one term, provided always that as a condition of such engagements, the Inspector may require such teachers to attend a second session of an English-French Summer School; or

(b) If they attend next July an English-French Summer School and pass the

final examination thereof.

Summer Schools.

2. For the above purposes, English-French Summer Schools will be held at Ottawa and Sturgeon Falls, beginning on July 5th, at 2 p.m., and ending on July 29th, 1910.

3. The Department of Education will pay \$1.50 a week of the cost of board and lodging of all lay teachers who shall have been in attendance throughout the whole course at the Sturgeon Falls Summer School, and whose ordinary place of residence is outside of a radius of three miles from the school. It will also refund to those teachers who shall have taught before July, 1910, in the English-French Schools of the Districts the cost to them of one single Railway or Boat fare to Sturgeon Falls from the Railway Station or Wharf nearest their last school.

4. Course of Study and Examinations:-

The Course shall be based as far as possible on that of the English-French Model Schools.

The daily session shall be one of four hours and a half, exclusive of recesses.

Saturday shall be a half-holiday.

At the first session an examination shall be conducted to test the teacher's knowledge of both English and French. Only those having a competent knowledge

of both languages will be admitted.

Owing to the short term, most of the attention will be devoted to a discussion of the chief topics of General and of Special Methodology. In addition to the daily oral and written exercises there will be a final examination, both academic and professional, in the following subjects:

,	the following was just	Values.
1	General Methodology	. 100
T.	General Methodology	. 100
2.	School Management and School Law	-
3.	English and French Composition and Grammar	
4	Reading (English Literature)	. 100
5	Reading, oral (English and French)	. 100
υ,	Q 11' (Findish and French)	. 100
6.	Spelling (English and French)	. 100
17.	History and Geography	100
8	Arithmetic	
	Ant and Writing	75

9. Art and Writing 5. Application for admission to one of the Summer Schools shall be made without delay to the Inspector under whom the teacher last taught.

March, 1910.

STURGEON FALLS ENGLISH-FRENCH MODEL SCHOOL FOR THE TRAINING OF THE TEACHERS OF DISTRICT ENGLISH-FRENCH SCHOOLS

L. E. O. PAYMENT, M.A., PRINCIPAL.

(Circular No. 31.)

- 1. (1) The next session of the English-French Model School for the training of teachers for English-French schools in the Districts will open on the 1st of September, 1910, and close on June 16th, 1911.
 - (2) There shall be two vacations as follows:

At Christmas, beginning on December 17th, 1910, and ending on January 3rd, 1911; and

At Easter, beginning on the Thursday before Good Friday and ending on

the Monday following Easter Monday.

2. The school will be under the principalship of L. E. O. Payment, M.A., and will be conducted in connection with the Roman Catholic Separate School of Sturgeon Falls, which will be used as a practice school for the teachers in training.

Conditions of Admission.

3. Only those will be admitted who signify their intention of becoming teachers of English-French schools.

4. Application for admission should be made to the Deputy Minister of Edu-

cation not later than August 15th.

5. Each candidate for admission shall submit the following to the Principal:

(1) A certificate of good moral character, from a clergyman or other competent authority;

(2) A certificate from a physician of physical ability for the work of a teacher, and especially of freedom from pulmonary affections and from seriously

defective eyesight and hearing;

(3) For admission to the course of the First Year, a certificate that the candidate will be fifteen years of age on or before September 1st, 1910, and, for admission to the course of the Second Year, a certificate that the candidate will be sixteen years of age on or before September 1st, 1910;

(4) For admission to the course of the First Year, a certificate of having passed the Entrance Examination into the High Schools or a higher examination;

(5) For admission to the course of the Second Year, a certificate of having passed the Entrance Examination into the Model Schools or a higher examination.

6. Each candidate shall pass at the school a written and oral test examination in French before admission to either year of the course unless the candidate has already passed successfully in the French Grammar and French Composition of the examination for entrance into the Model Schools.

Courses of Study.

7. The Course of Study will be a two years' one: the first year, Academic; and the second year, Academic and Professional.

Board and Travelling Expenses of Teachers-in-Training.

S. The Department of Education will pay \$1.50 a week of the cost of board and lodging of all who are in attendance and whose ordinary place of abode is

outside of a radius of three miles of Sturgeon Falls. It will also pay the railway fare of all such going from their home to the school in September and returning from the school at the close of the session.

Certificates.

9. (1) Candidates who pass the final examination of the second year will be granted Third Class certificates valid for five years in English-French Schools.

(2) The Certificates granted at this school are of the same character as those granted at the other English-French Model Schools, except in the case of a teacher-in-training who receives the financial aid provided for above. Such a teacher-in-training will be granted a Certificate valid only in the Districts until he has taught for three years therein, or until he has reimbursed the Department of Education at the rate of one-third of the total financial aid for each unexpired year of the above-mentioned three-year period, after which, in either case, the certificates will be valid in the English-French schools, throughout the Province for the remainder of the five years from the date of issue thereof, said validity to be attested by the Minister of Education.

July, 1910.

THE DISTRICTS OF ONTARIO

NORTH BAY NORMAL SCHOOL.

(Circular No. 30.)

The next session of the North Bay Normal School will begin next September for the preparation of Second and Third Class teachers.

For the Syllabus containing information as to the dates of admission and the Regulations and Courses of Study, candidates should apply without delay to

the Deputy Minister.

The Department of Education will pay \$1.50 per week of the cost of the board and lodging of all teachers-in-training whose ordinary place of abode is outside of a radius of three miles from North Bay, and the railway fare of all such going to the Normal School from their homes in September and returning therefrom at the close of the session.

The Second and Third Class Certificates granted at North Bay are of the same character as those granted at the other Normal and Model Schools, except in the case of a teacher-in-training who receives the financial aid provided for above. Such a teacher-in-training will be granted a Certificate valid only in the Districts until he has taught for three years therein, or until he has reimbursed the Department of Education at the rate of one-third of the total financial aid for each unexpired year.

The Renewal of Certificates.

1. On the recommendation of the Inspector under whom the candidates last taught, and on an official form to be obtained from the Inspector, the Minister of Education will renew the Certificates of those who teach in the Districts by issuing Limited Third Class Certificates as follows:

(1) For one year from August 1st, 1910, Third Class and District Certificates that expire before December 31st, 1910; but, in order to secure such renewal, the

Inspector may require the holder to attend one of the District Summer Schools, and pass the final examination thereof;

(2) For two years from August 1st, 1910, Third Class and District Certificates that expire before December 31st, 1910, provided the holder thereof attend one of the District Summer Schools and pass the final examination thereof;

(3) For five years from completion of qualifications, Third Class and District Certificates (including renewals), provided the holders thereof pass in 1910

or 1911-

- (a) The academic examination for admission to the Model Schools, and
- (b) The Model School final examination.
- 2. On the recommendation of the Inspector under whom the candidates last taught, and on an official form to be obtained from the Inspector, the Minister of Education will renew, as follows, the Temporary Certificates of those who teach in the Districts:
- (1) Until July, 1911, the Temporary Certificate of those who hold Non-professional District Certificates or have passed the Entrance examination into the Model Schools, who attend a Summer School and who pass the final examination thereof;

(2) Until July, 1912, the Temporary Certificates of those who hold Junior Teachers' Certificates or have passed the Entrance Examination into the Normal Schools, who attend a Summer School and who pass the final examination thereof;

(3) Until at furthest July, 1911, other Temporary Certificates than those provided for in (1) and (2) above, if the holders thereof attend one of the District Summer Schools, and pass the final examination thereof.

The holder of such a renewed Temporary Certificate shall have the first claim for vacant positions if legally qualified teachers [including those provided for in sections 1 (1), (2) and (3), and 2 (1) and (2) above] are not available.

3. With the approval of the Inspector, trustees may re-engage without advertisement their present teachers who undertake to attend a District Summer School

as provided in 1 and 2 above.

4. All applicants for admission to a Summer School must be at least seventeen years of age on or before August 15th.

Summer Schools.

1. For the above purposes, Summer Schools beginning on July 5th and ending on July 30th will be held at the following centres in the Districts:

Sault Ste. Marie, Port Arthur, and Bracebridge.

- 2. Application for admission to one of the District Summer Schools should be made without delay to the Inspector of the District in which the teacher now teaches or last taught.
- 3. The Department of Education will pay \$1.50 a week of the cost of board and lodging of all teachers who shall have been in attendance throughout the whole course at a District Summer School, whose ordinary place of residence is outside of a radius of three miles from the school, who pass the final examination, and who undertake to teach in the Districts for at least the academic year beginning August 18th, 1910, and ending June 30th, 1911. It will also refund to those teachers who shall have taught before July, 1910, in the Schools in the Districts, the cost to them of one single Railway or Boat fare to the Summer School from the Railway Station or Wharf nearest their last school.

May 12th, 1910.

TO PUBLIC AND SEPARATE SCHOOL INSPECTORS

(Circular No. 301.)

A return submitted to the Legislature last session shows that in 1909 the Model Schools, Normal Schools, and Faculties of Education prepared one thousand seven hundred and five legally qualified teachers, a supply which was larger than in any former year, except the last year of the existence of the County Model Schools, when, for obvious reasons, the attendance was somewhat larger than before. Notwithstanding this supply there is a continual scarcity of teachers, which is largely due to the inadequacy of the Ontario salaries and the migration to the Western Provinces. In view of such scarcity and the consequent enquiries regarding the renewal of Third Class Certificates and requests for Temporary Certificates, I am instructed by the Minister of Education to submit for your guidance the following statement:—

- 1. The results of the examinations of the Faculties of Education have already been announced. As soon as the results of the examinations of the Normal Schools are announced, which will be about the second week of July, a Board of Trustees requiring a teacher should advertise for one with First, Second, Provincial Third, or Permanent Third Class certificate. The advertisement should state the highest salary the Board is able to pay, and should be inserted in a paper or papers with provincial circulation.
- 2. (1) If, after due advertisement, as provided above, a teacher holding one of the above-mentioned certificates cannot be obtained, the Minister will agree to the appointment of a teacher with lower qualifications in the following order of preference, on the application of a Board and the recommendation of the Inspector:—(1) Third Class Limited, or Third Class expired, (2) District certificate, or District expired. Failing these any other person whose qualifications the Inspector reports as being the best available may be granted a temporary certificate.
- (2) Application under 2 (1) above for validating a limited or expired certificate should be made on form 93 (a), and for a Temporary certificate on form 93. Supplies of these forms may be obtained upon application to the Deputy Minister of Education.
- (3) No application for a Temporary certificate should be recommended by an Inspector for any person under 18 years of age, unless the Inspector certifies that no person of the required age can be obtained.
- 3. At the recent Session of the Faculties of Education teachers-in-training who failed to obtain First Class certificates were granted Second Class certificates, valid for two years, under Sec. 14 (2) of Cir. 16. This Session the Third Class certificates granted under Sec. 12 (3) (a) of Cir. 23 to teachers-in-training at the Normal Schools will also be valid for two years. Teachers also who at a previous Session were awarded such Second and Third Class certificates valid for one year may, on the recommendation of the Inspector under whom they last tangens, have their certificates renewed for an additional year on application to the Deputy Minister of Education.
- 4. If, in the opinion of an Inspector, there are school boards in his inspector-ship that should be allowed, for the school year 1910-11, to engage teachers holding Limited Third Class or lower certificates, he may submit a list of such schools to the Minister for his approval, with full information as to the reasons for such recommendation. For schools so approved, the Inspector may allow application to be made on form 93a without requiring the trustees to advertise.

5 Upon the recommendation of the Inspector under whom the teacher last taught, a Third Class or District certificate, of which the original term of issue terminates in December, 1910, will be renewed until June 30th, 1911, provided the teacher purposes attending in 1911-12 a Normal or Model School or a Faculty of Education.

6. A Third Class or District certificate upon which the holder has not taught for the full period for which it was originally issued may, upon the recommendation of the Inspector under whom the teacher last taught, be renewed for a period

sufficient to enable the holder to complete the full term.

Inspectors are reminded that if a Board does not follow the foregoing instructions, it has no right to the Government grant, nor, under the Act of 1909, can the Township grant be paid to a teacher who does not hold a legal certificate. The Minister trusts that each Inspector will do all in his power to aid Boards of Trustees in obtaining the best qualified teachers available, and to induce them to pay adequate salaries.

Inspectors are hereby directed to give the contents of this circular as much

publicity as may appear to them to be in the interests of their schools.

June 23rd, 1910.

CONTINUATION SCHOOLS

THIS AMENDS AND TAKES THE PLACE OF SECTION 6 OF CIR. 37. [Circular 37 (2)]

Grades of Schools.

6. (1) There shall be three grades of Continuation Schools, A, B, and C, as follows:

A Grade A Continuation School shall be one in which at least the time of three teachers is given the work of the Continuation School.

A Grade B one in which at least the time of two teachers, but less than the

time of three, is given.

A Grade C one in which at least the equivalent of the time of one teacher, but less than the time of two, is given such work.

Qualifications of Teachers.

(2) In a Grade A School the Principal shall hold:

(a) A High School Principal's Certificate; or

- (b) A graduate degree in Arts and a High School Assistant's certificate, which after three years' successful experience (at least two of which shall have been in High or Continuation School), as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade A Continuation School. Each assistant shall hold either a High School Assistant's or a Provincial First Class Certificate.
 - (3) In a Grade B School the Principal shall hold:

(a) A Permanent First Class Certificate; or

(b) A High School Assistant's or an Interim First Class Certificate, which after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade B Continuation School. The Assistant shall hold a Provincial Interim or a Permanent First Class Certificate, unless the Principal holds such certificate, in which case the Assistant's certificate may be a High School Assistant's.

- (4) In a Grade C School the teacher shall hold:
- (a) A Permanent First Class Certificate; or
- (b) An Interim First Class Certificate which after two years' successful experience, as attested by the inspectors, has been endorsed by the Minister as valid for the Principalship of a Grade C Continuation School.

August 11th, 1910.

APPROVED SCHOOLS

NOTICE TO PRINCIPALS.

(Circular No. 9A.)

The Minister of Education desires, in order to prevent future misunderstandings, to point out that, by the Regulations, the Principals of the Normal Schools are required to report on the character of the preparation of the pupils who hold certificates from the Principals of approved schools. If such reports are adverse, the status of the school will be forfeited with the Minister's approval.

Last year, such reports were duly received; but, in accordance with the Mirister's promise to show as much consideration as possible, no action will be taken thereon for the current academic year. Next year, however, the prescribed action will be taken on the reports of next December, and the Principals of approved schools are now requested to exercise due care in giving their certificates for the current year.

In the case also of the applicants for admission who were required to pass the Normal School Entrance Examination last September, consideration was shown in settling the results. Next September such consideration should not be necessary.

It may be added that all Principals would, accordingly, do well to advise all their pupils who intend to apply for admission to one of the professional training schools, to review carefully the subjects of the lower school before entering.

May, 1910.

HIGH SCHOOL CADET CORPS

(Instructions No. 10.)

CLASSES IN MILITARY INSTRUCTION.

In accordance with the provisions of section 10 of the High Schools Act, 1909, any High School or Collegiate Institute Board may establish classes in military instruction, and shall be entitled to an annual grant of \$50, under conditions detailed in the above section, and regulations as to examination and inspection prescribed by the Department of Education.

In order that the conditions and regulations for the establishment of companies of High School Cadets might be in harmony with the military tactics sanctioned by the Militia Department, the Minister of Education submitted draft regulations to the Minister of Militia for his consideration. After consultation with the High School Inspectors and the officers of the Militia Department, the following regulations, which contain the conditions upon which the grant is to be paid, were approved:—

General.

1. High School cadet corps may be formed for instruction in military drill and training in the High Schools or Collegiate Institutes, but such corps shall on no account be employed in active service.

2 Application for permission to form a company shall be sent to the Minister of Education for Ontario for transmission to the Minister of Militia and Defence.

3. The following will be supplied to each company, free of charge, by the Department of Militia, on application through the Minister of Education:

(a) Breech loading rifles of the Snider-Enfield or other approved pattern with bayonet and scabbard complete.

(b) Accoutrements, consisting of a waist belt with ball bag and bayonet frog.

4. The Board of Trustees shall make itself responsible by a written undertaking for the value of the arms and accourrements to be entrusted to it, and shall return them in good order to the Department of Militia when required to do so.

5. The Board of Trustees shall provide a suitable room, fitted with lock-up arm racks, to be used as an armoury, and shall satisfy the Department of Militia that the arms and accourrements will receive proper care.

6. The company shall consist of not fewer than twenty-five young men, over sixteen years of age, actually attending the High School or Collegiate Institute.

- 7. On or before the first day of October, the Board of Trustees shall send to the Minister of Education, for transmission to the Department of Militia, a roll, signed by the then existing members of the company. On this roll shall be designated one suitable member of the company as captain, and two other suitable members as lieutenants. The Board of Trustees shall recommend from time to time other suitable persons to fill such vacancies as may occur in the list of officers, and shall maintain a company roll of not fewer than twenty-five members.
- 8 The Board of Trustees shall see that the members of its company are provided with a uniform forage-cap, or other military head dress, as may be preferred. If the rest of the uniform is provided, it may be composed of a scarlet, blue, grey, or rifle-green tunic or Norfolk jacket, with blue, black, grey or rifle-green trousers. The uniform, or any part thereof provided, shall be subject to the approval of the Minister of Militia. Clothing of any pattern worn by cadets or soldiers in foreign countries will not be approved.
- 9. The company shall be instructed in the course contained in the sections of the authorized Infantry Drill and Rifle Exercises detailed below. This instruction shall form part of the regular course in the High School or Collegiate Institute, and suitable days and hours shall be specified therefor in the regular timetable of the school. Regular attendance and proper discipline shall be enforced by the principal of the school.
- 10. The Board of Trustees shall permit the inspection and examination of the arms and accourrements, and of the cadet company, at any time, by any officer who may be detailed for that duty by the Minister of Militia.

Qualifications of Instructors.

11. The instructor of each cadet company shall be a regular member of the High School or Collegiate Institute staff, holding at least either a second class B military school certificate or a High School cadet instructor's certificate.

Course of Instruction.

12. The course of instruction to be taken up by each company of the Ontario High School Cadet Corps shall be as follows:

Infantry Drill, 1896:-

Part I. Squad Drill, sec. 1 to 45. Physical Drill, with arms, 16, 1st, 2nd, 3rd and 4th, practices by numbers and judging the time. Extended order, sec 47 to 57.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial, sec. 181 to 183.

Rifle Exercises:-

Manual Firing and Bayonet Exercises for Canadian Militia, 1894. Manual Exercise for Short Rifle, page 23, Parts I., II. and III.

Inspection and Examination of Companies.

13. In May or June of each year, an officer, detailed for this duty by the Minister of Militia, shall examine and inspect each company and its arms and accoutrements, and shall report the result to the Adjutant General of Militia. On the report of the Minister of Militia to the Minister of Education for Ontario, that such inspection and examination have been satisfactory, the Minister of Education shall pay the sum of \$50 for the current year to the Board of Trustees concerned.

High School Cadet Instructors' Certificates.

In order to afford School Teachers an opportunity of qualifying themselves to act as instructors of cadet companies, a special course of instruction is provided in Toronto and London in July, lasting about one month. Details as to dates and other arrangements will be supplied by the Department of Education on or about the first of May. Teachers attending will be drilled by instructors from the Regimental Depot. At the close of the course, teachers in attendance, and such other teachers as may present themselves, will be examined by an officer of the Department. Each successful candidate will be granted a special certificate to be called "High School Cadet Instructor's Certificate."

The course of instruction for the certificate shall be as follows:

Infantry Drill, 1896:-

Definitions as far as Tactics.

Part I. Squad drill, sec. 1 to 45. Physical drill, with arms, 16, 1st, 2nd, 2nd and 4th, practices of numbers and judging the time. Extended order, sec. 47 to 51.

Part II. Company Drill, sec. 58 to 75.

Part IX. Ceremonial, sec. 181 to 183.

Rifle Exercises:-Manual Firing and Bayonet Exercise for the Canadian Militia, 1894. Parts

I., II. and III. Candidates at the examination will be required not only to show themselves proficient in the different exercises prescribed above, but also to be able to instruct a company or squad thereon.

June, 1910.

II. ORDERS IN COUNCIL.

James McCreight, appointed Engineer at the North Bay Normal School. Approved 6th January, 1910.

Robert Arthur Croskery, B.A., appointed Assistant Registrar of the Department of Education. Approved 6th January, 1910.

D. M. Christie, appointed Inspector of District Schools. Approved 6th January, 1910.

Miss Camilla Kavanagh, appointed a Teacher in the Ontario Institution for the Blind, Brantford. Approved 12th January, 1910.

McMaster University Courses accepted in the following departments: Moderns and History, Classics, English and History, Mathematics and Physics, Science. Approved 22nd January, 1910.

Courses from the Syllabus of Queen's University for specialists in the following departments accepted: Classics, English and History (Classics option), English and History (Moderns option), French and German, Moderns and History, Mathematics, Mathematics and Physics, Science. Approved 4th February, 1910.

The Registrar of the Department of Education appointed Secretary of the University Matriculation Board for the appointment of Examiners, the preparation of Examination papers, the examination of the Candidates' answers and determining of the results; also the conducting of the Examinations and the issuing of Certificates on the results of the same, including the July examination and the supplementals in September, are to be controlled by the Department of Education. Approved 24th February, 1910.

The Regulations, as contained in Instructions No. 16, regarding duties of Inspectors in County and Joint Inspectorates, approved 3rd March, 1910.

Miss Bella A. McIntosh, appointed clerk and stenographer in the office of the Superintendent of the Ontario Institution for the Deaf and Dumb, Belleville. Approved 23rd March, 1910.

Miss Elizabeth Dainard, appointed Assistant Matron and Girls' Supervisor in the Institution for the Deaf and Dumb, Belleville. Approved 5th April, 1910.

Charles Norton, appointed caretaker of Normal and Model Schools, Ottawa. Approved 26th April, 1910.

Miss Ada McCaig, appointed Secretary at the North Bay Normal School. Approved 17th May, 1910.

Agreement with the Robert Simpson Company, Limited, respecting the right to print, publish and supply the Ontario Public School Arithmetic, approved 9th June, 1910.

The following persons appointed Agricultural Teachers in the several High Schools specified below: A. D. McIntosh, B.S.A., Stirling; R. L. Duncan, B.S.A., Port Hope; S. E. Todd, B.S.A., Petrolea. Approved 9th June, 1910.

Agreement with the Holland Linen Paper Company, respecting the right to print, publish and supply The Ontario Public School Grammar, approved 10th June, 1910.

William Isaac Chisholm, B.A., appointed Department Master at Peterborough Normal School. Approved 6th July, 1910.

Agreement with the Morang Educational Company, Limited, respecting the right to print, publish and supply the Ontario Public School History of England, and the Ontario Public School History of Canada, approved 15th July, 1910.

Agreement with the Holland Linen Writing Paper Company, respecting the right to print, publish and supply the Ontario Public School Grammar, approved 15th July, 1910.

Agreement with the Educational Book Co., Toronto, Limited, respecting the right to print, publish and supply the Ontario Public School Geography, approved 15th July, 1910.

Agreement with the Copp, Clark Co., Limited, respecting the right to print, publish and supply the Ontario Public School Hygiene, the Ontario Public School Composition, and the Ontario High School Geometry, approved 15th July, 1910.

The following persons appointed Stenographers to the Department of Education: Miss I. E. Goold, Miss M. E. Saunderson, Miss Dora Allen. Approved 5th August, 1910.

Courses for Specialists in the Several Departments, as set forth in the Syllabus in the University of Toronto, accepted. Approved 16th August, 1910.

Regulations regarding duties of Inspectors in District Inspectorates approved 19th August, 1910.

Regulations regarding duties of Inspectors of Roman Catholic Separate Schools, English and French, in the Counties and Districts approved 19th August, 1910.

Syllabus of Regulations and Courses for the Normal Schools approved 19th August, 1910.

Syllabus of Courses and Regulations for the Model Schools approved 19th August, 1910.

Regulations regarding Continuation Schools and Fifth Classes, as amended, approved 19th August, 1910.

Regulation in Section 12 (3) (a) of the Normal School Syllabus and in Circular No. 16, in reference to Third and Second Class Certificates amended. Approved 19th August, 1910.

The Course of Study and the Examinations of the Faculty of Education of Queen's University, as set forth in Circular No. 16, accepted subject from time to time to the Regulations of the Department and to additional specified provisions to above circular. Approved 19th August, 1910.

Mr. C. E. Mark, appointed as Teacher in the Ottawa Normal Model School for one year. Approved 26th August, 1910.

Miss Alice Harding, appointed a Teacher in the Toronto Normal Model School for one year. Approved 26th August, 1910.

Mr. Thornton Mustard, appointed Teacher in the Toronto Normal Model School for one year. Approved 26th August, 1910.

Regulations regarding the training of Teachers, Courses of Study, and issue of Certificates, as contained in circulars 1B, 19B, 30, 30½, 31, 58, and the one of 28th July, 1910. Approved 7th October, 1910.

Regulations regarding Authorized Text Books approved 12th October, 1910.

Mr. McGregor Easson, appointed to the staff of the Ottawa Normal Model School. Approved 14th October, 1910.

John Waugh, B.A., D. Paed., appointed Departmental Master in the Ottawa Normal School. Approved 25th October, 1910.

Miss E. M. Cottle appointed Writing Master and Instructor in Drill, Gymnastics and Calisthenics at the Stratford Normal School. Approved 23rd November, 1910.

Miss Marie F. Maury, appointed as Teacher in the English French Model School, Sturgeon Falls, for one year. Approved 23rd November, 1910.

John Leslie Moore, B.A., of Parry Sound, appointed Public School Inspector for the Districts. Approved 21st December, 1910.

APPENDIX H—REPORT OF THE LIBRARIAN OF THE DEPARTMENT OF EDUCATION

To the Hon. R. A. Pyne, M.D., LL.D., M.P.P., Minister of Education for the Province of Ontario:

Sir,—I have the honour to submit herewith the Report of the Library of the Department of Education for the year 1910.

The following tables will show the number of books loaned, purchased and donated during the past year, also the number of daily and weekly papers, magazines, journals and periodicals subscribed for by the Library.

I beg to express my gratification at the appointment of Miss Grace Andrews, an expert cataloguer, to catalogue, according to the Dewey System, the books in the Library. Miss Spereman, Government Cataloguer, is co-operating with Miss Andrews in this work. As soon as it is completed I trust that it will be followed by the issuance of a printed catalogue for general distribution among the Inspectors and Teachers of the Province. The last one printed was in 1897, and is of very little practical use. We are frequently asked for a catalogue of our books, and it is very disappointing each time to reply that we have nothing later than this edition.

The increased vote of \$1,000 made in 1910 has enabled me to place on the shelves many valuable books on Pedagogy, Science, Ancient and Modern History, Literature, Fine and Useful Arts, Natural History, Nature Study, Anthropology, and General Reference Works.

The next step in the interests of the Library is a reconstruction of the shelving. The shelves at present in use are unnecessarily deep and cause a lamentable waste of space, and they are built so high that it is difficult to reach the books on the upper shelves. The importance of introducing new shelving has been set forth in previous reports, and the need is becoming more marked and vital each year. At present, in order to make room for new accessions, it is necessary to remove from the shelves the books not in immediate use, and place them in parcels on the floor.

I have to report with much regret the loss of five books; one a reference book entitled, "The Treasury of Biography," by Maunder, and published by Longmans, Green & Company. Always desirous of obliging teachers whenever possible, I venture occasionally to break through my rule not to loan a reference book, and allow one out for a few days, but I fear, after this experience, it is an unwise thing to do. If on any other occasion I have an urgent appeal to loan a reference book for a few days I should like to have your authority for requesting a deposit of one dollar or more, at my discretion, to be restored to the borrower on the return of the book in good order.

Respectfully submitted,

HENRY R. ALLEY, Librarian.

Department of Education Library, Toronto, 21st December, 1910.

Table "A."

Number of Books loaned, 1901-1910.

Books given out in the month of—	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
January February March April May June July August September October November December Totals	1,563 997 867 576 317 176 411 1,058 1,014 516	542 959 1,084 1,187 832 510 336 233 538 958 1,158 535	587 1,036 1,538 899 901 168 152 476 761 687 600	673 970 978 854 738 482 220 259 378 776 900 480	646 848 777 497 723 317 296 260 446 661 962 475 6,908	877 1,042 578 853 319 344 203 401 616 776 485	787 831 704 691 739 456 176 124 388 805 1,045 352	850 883 1,062 661 756 388 227 120 312 1,011 1,236 707	1,180 1,263 464 807 315 250 96 112 356 1,271 247	1,122 893 594 630 622 395 450 119 297 682 1,235 495

TABLE " B."

The number of Books Purchased in 1905-1910 was as follows. (A list, in detail, for 1910 will be found at the end of this Report.)

Subjects.	1905	1906	1907	1908	1909	1910
Education (Pedagogics, etc.). Science (Political Economy, Anthropology, etc.). Philosophy, Ethics and Religion Manual Training, Industrial Education and Domestic Science Poetry Fiction and Practical Life Literature. Music and Elocution Text-Books Natural History and Nature Study Arts (Sculpture, Architecture, etc.) History, Biography, Reference Works, Miscellaneous. Totals.	66 5 37	22 17 18 30 16 198 11 70 28 19 119 548	78 11 37 21 35 42 29 60 39 29 260 641	126 59 46 26 20 33 44 53 21 122 166	141 53 38 26 48 82 73 25 134 69 19 177	113 60 45 31 44 56 228 5 75 53 36 205

TABLE "C."

Table showing number of Books donated to the Library during the years 1903-1910.

	1903	1904	1905	1906	1907	1908	1909	1910
Text-Books	95	349 16	95 37	326 177	25 42	13 32	15 47	21 87
Totals	239	365	132	593	67	45	62	108

TABLE "D."

Newspapers and Magazines Received during the years 1905-1910.

<u> </u>	/	1905	1906	1907	1908	1909	1910
Number of daily and weekly newspapers received Number of magazines and other periodicals received.							
Totals		224	192	188	196	201	204

TABLE "E."

Books, Magazines, etc., bound during the year 1898-1910.

1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1968	1909	1910
90	94	37	83	71	4	81	45	217	58	148	149	171

LIST OF BOOKS PURCHASED DURING 1910, WITH NAMES OF AUTHORS.

EDUCATION.

Pedagogics, etc.

Social Development and Education, by M. V. O'Shea.

Ethical and Moral Instruction in Schools, by George H. Palmer.

American Education, by Andrew S. Draper.

Mind and Work, by Luther H. Gulick.

Principles and Method in the Study of English Literature, by William Mac-

A History of Classical Scholarship, 3 Vols., by John Edwin Sandys.

Education for Efficiency, by E. Davenport.

Language Games, by Myra King.

Modern Educators and their Ideals, by Tadusa Misawa.

Psychology and the Teacher, by Hugo Münsterberg.

Laggards in our Schools, by Leonard P. Ayres.

Outline of a Year's Work in the Kindergarten, by Anna W. Devereaux.

Kindergarten Stories and Morning Talks, by Sara E. Wiltse.

The Law Concerning Secondary and Preparatory Schools, by Alick II. II.

Maclean.

The Spirit of Youth and the City Streets, by Jane Addams.

Education and Heredity, by J. M. Gayau.

Methods of Teaching, by W. W. Charters.

Talk with my Boys, by William Mowry.

Education through Music, by Charles H. Farnsworth.

Mental Discipline and Educational Values, by W. H. Heck.

The Hygiene of the Schoolroom, by William F. Barry.

The Great Didactic of John Amos Comenius, by M. W. Keatinge.

Later Roman Education, Percival R. Cole.

The City School District, by Harry Erwin Bard.

An Introduction to Psychology, J. H. Wimms.

Habit Formation and the Science of Teaching, by Stuart H. Rowe.

Schoolboys and Schoolwork, by Honourable E. Lyttelton.

Readings in the History of Education (Mediæval Universities), by A. O. Norton.

Exposition and Illustration in Teaching, by John Adams.

The Educational Meaning of Manual Arts and Industries, by A. Keable Row.

An Introduction to Social Psychology, by William McDougall.

The Universities of Ancient Greece, by John W. H. Walden, Ph.D.

History of Modern Education, by C. O. Hoyt, Ph.D.

Personality in Education, by James P. Conover.

The Education of the Will, by Jules Payot.

Talks on Writing English, 1st and 2nd Series, by Arlo Bates.

Talks on Teaching Literature, by Arlo Bates.

Talks on the Study of Literature, by Arlo Bates. The History of St. Paul's School, by M. F. J. McDonnell.

Addresses to Teachers, by Dorothea Beale.

Notes on the Development of a Child, by Milicent W. Shinn. Proceedings of the Child Conference for Research and Welfare.

The School System of Ontario, George W. Ross.

How we Think, by John Dewey.

Attention and Interest, by Felix Arnold.

Studies in the Teaching of History, by M. W. Keatinge.

The Utility of all Kinds of Higher Schooling, by R. T. Crane. A Practical Method of Teaching Geography, by J. H. Overton.

The Law of the Universities, by James Wilson. Bibliography of Education, by Will. S. Monroe.

Living Teachers, by Margaret Slattery.

The Pupil and How to Teach Him, by E. G. Burritt.

Ethical Principles underlying Education, by John Dewey.

The Twentieth Century High School, by Charles C. Parlin.

The High School, by W. A. Baldwin.

The Teaching of Latin in the Secondary School, by Eugene A. Hecker.

Principles and Methods of Teaching, by James Weldon. History of the University of Glasgow, by James Coutts.

Scottish Education, School and University from earliest times to 1908, by John Kerr.

A First Book in Psychology, by Mary W. Calkins.

Year Books of the National Society for the Scientific Study of Education for the years 1906 to 1st part 1910.

Five Minute Stories, by Laura E. Richards.

Symbolic Education, by Susan E. Blow.

Talks to Teachers on Psychology, by William James.

The Education of Man, by Frederick Froebel.

Pedagogics of the Kindergarten, by Frederick Froebel.

The Education of the Human Race, by Gotthold E. Lessing.

Kant on Education, translated by Annette Churton. The Teaching of Geography, by Lionel W. Lyde.

The Art of Teaching Arithmetic, by Reverend J. Hunter.

History of Common School Education, by Lewis F. Anderson.

Talks with the Training Class, by Margaret Slattery.

The Teachers' Candlestick, by Margaret Slattery.

The Seed, the Soil and the Sower, by Margaret Slattery.

The Evolution of the Child Mind, by Mary Higgs.

On the Principles of English University Education, by Reverend William Whewell.

National Education and National Life, by J. E. DeMontmorency.

On University Education, by Whewell and Sedgewick.

The Education of To-Morrow, by John Stewart Remington.

Herbert Spencer and Scientific Education, by Gabriel Compayre.

Scottish Education Reform, by Charles M. Douglas and Henry Jones.

Endowed Grammar Schools in England and Wales, Vols. 1 and 2, by Nicholas Carlisle.

Public Schools and the Public Needs, by G. G. Coulton.

The Schoolmaster, by Robert Ascham.

The Re-organization of our Colleges, by Clarence F. Birdseye.

Milton. Tractate of Education, by Edward E. Morris. Why we Learn Latin and Greek, by Sidney T. Irwin.

The Story of a Charity School, 1699-1899, by J. H. Cardwell.

A Short History of Education, by G. Benson Clough.

The History of Education and of the old Parish Schools of Scotland, by Reverend Alex. Wright.

Improvements in Education, by John Lancaster. Oxford At the Cross Roads, by Percy Gardner.

The Educational System of Japan—Occasional Reports, by W. K. Sharp.

The Education of the Poor in the Eighteenth Century, by David Salmon.

Education in Early England, by Frederick J. Furnival. Modern Language Teaching, 4 Vols. Walter Rippmann.

Teachers College, Columbia University, Contributions to Education, Numbers 29 to 34.

Contributions to the History of Education, Parts II. and III., by W. H. Wood-ward.

A History of Secondary Education in Scotland, by John Strong.

Medical Inspection of Schools, by A. H. Hogarth.

The Mind and its Education, by G. H. Betts. The American Rural School, by H. W. Foght.

Teaching Children to Study, by O. A. Jones, E. G. Leary, A. E. Quish.

Grammatical English, by F. W. G. Foat.

Teaching of Modern Foreign Languages and the Training of Teachers, by Karl Brent.

The Century of the Child, by Ellen Key.

A Brief History of Mathematics by Fink, translated by Beman and Smith.

Report of a Conference on the Teaching of English in London Elementary Schools, pub. by Education Department of the London (Eng.) County Council.

A Short History of the English Language, by J. M. D. Meiklejohn.

Science (Political Economy, Anthropology, etc.).

The Philippine Journal of Science, Vol. I. (1 to 6), edited by P. C. Frier. The Principles of Science, by William Stanley Jevons.

12 E.

The New Physics and Chemistry, by W. A. Shenstone.

Elements of Inorganic Chemistry, by Harry C. Jones.

A First Course in Physics, by R. A. Milliken and H. G. Gale.

An Elementary Study of Chemistry by W. McPherson and W. E. Henderson.

Introduction to Inorganic Chemistry, by Alexander Smith.

The Common Sense of the Exact Sciences, by W. K. Clifford.

Light, by R. C. Maclaurin, LL.D.

The Forms of Water, by John Tyndall.

The Nature of Light, with a General Account of Physical Optics, by Dr. Eugene Lommell.

An Elementary Course in Practical Physics, by F. Castle.

Radio Chemistry, by A. T. Cameron.

The Elements of Chemistry, by Ira Renison.

What is Electricity?, by John Trowbridge.

Elements of Geology, by Joseph Le Conte.

Davis Handbook of the Cobalt Silver District, by H. P. Davis.

The Romance of Modern Geology, by E. S. Grew. Astronomy from a Dipper, by Eliot C. Clarke.

Elements of Descriptive Astronomy, by Herbert H. Howe.

How to Identify the Stars, by Willis I. Milham.

Astronomy with an Opera Glass, by G. P. Serviss.

Principles of Botany, by J. Y. Bergen and B. M. Davis.

The Elements of Structural Botany, by H. B. Spotton.

The Treasury of Botany, Parts I.-II., edited by John Lindley and Thomas Moore.

General Biology, by James G. Needham.

Introductory Physiology and Hygiene, by A. P. Knight..

Physiology and Hygiene, by F. M. Walters.

Our Bodies and How we Live, by A. F. Blaisdell.

The Five Senses of Man, by Julius Bernstein.

The Science of Life, by J. A. Thomson.

The Ancient Life History of the Earth, by H. Alleyne Nicholson.

Modern Science and Modern Thought, by S. Laing.

Social Forces, by Edward T. Devine.

Municipal Government, by F. J. Goodnow.

The Teaching of Citizenship, by Edwin H. Hughes.

The Common Sense of Political Economy, by Philip and Wicksteed.

The Model Citizen, by H. O. Newland.

Government by Influence, and other addresses, by Elmer E. Brown.

The Hindrances to Good Citizenship, by James Bryce.

Psychology of Politics and History, by Rev. J. A. Dewe.

Public Mindedness, by William Jewett Tucker.

Democracy and Liberty, Vols. I.-II., by William Edward H. Lecky.

Principles and Methods of Taxation, by G. Armitage-Smith.

A Project of Empire, by J. Shield Nicholson.

Leaders of Public Opinion in Ireland, by Wm. E. H. Lecky.

Select Orations, illustrating American Political History, by S. B. Harding.

Labour in Europe and America, by Samuel Gompers.

Human Origins, by S. Laing.

The Signs and Symbols of Primordial Man, by A. Churchward.

The Natural History of Man, by James C. Pritchard.

Man in Many Lands, by L. W. Lyde.

The Native Races of South Africa, by Geo. W. Stone.

The Living Races of Mankind, by Sir H. Johnston and others.

A History of the Human Body, by Harris E. Wilder. Expansion of Races, by Major Charles E. Woodruff.

The Effects of Tropical Light on White Man, by Major C. E. Woodruff.

The Subanuns of Sindangan Bay, Vol. VI., Part I., by Emerson B. Christie.

Negritos of Zambales, by William Allen Reed.

The Bontoc Igorot, by Albert C. Jenks.

Philosophy, Ethics and Religion.

Kant's Philosophy rectified by Schopenhauer, by M. Kelly, M.A.

Schopenhauer, by Thomas Whittaker.

Comte and Mill, by Thomas Whittaker.

Herbert Spencer, by William Henry Hudson.

Early Greek Philosophy, by Alfred W. Benn.

Stoicism, by St. George Stock.

Plato, by A. E. Taylor.

Locke, by S. Alexander.

Scholasticism, by Joseph Rickaby.

A History of Philosophy, Volumes I.-III., by J. E. Erdmann, translated by W. S. Hough.

Thomas Hobbes, by A. E. Taylor.

Kant's Theory of Knowledge, by T. and A. Pritchard.

The Sensitive Child, by Kate Whiting Patch.

Euphranor, a Dialogue on Youth, by Edward Fitzgerald.

Parenthood and Race Culture, by Calib W. Saleeby.

The Problem of Conduct, by A. E. Taylor.

The Classical Moralists, compiled by Benjamin Rand.

Training of the Young in Laws of Sex, by Reverend, The Honourable E. Lyttelton.

A Survey of English Ethics, by William Edward H. Lecky.

A Commentary on Hegel's Logic, by John McTaggart.

Spinoza, A Handbook to the Ethics, by J. Alliston Picton. Character Building, Thought Power, by Ralph W. Trine.

Practical Ethics, by Henry Sidgwick.

History of European Morals, Vols. I.-II., by William E. H. Lecky.

The Map of Life, by William E. H. Lecky. English Monastic Life, by Abbott Gasquet.

The Church's Task under the Roman Empire, by Charles Bigg.

The Chronicle of Jocelin of Brakeland, Monk of St. Edmundsbury, translated and edited by L. C. Jane.

Social Duties from the Christian Point of View, by Charles R. Henderson.

Children's Book of English Minsters, by Elizabeth Grierson.

The Child and His Religion, by Geo. E. Dawson.

Berkeley and Spiritual Realism, by Alexander C. Fraser.

History of the Catholic Church in Western Canada, Vols. I.-II., by Reverend A. G. Morice.

The Book of Christmas, by William H. Mabie.

The Book of Easter, by C. Doane.

The Life of Our Saviour Jesus Christ, Vols. I.-III., by J. J. Tissot.

The Many Mansioned House, by Edward W. Thomson.

The Little Flowers of Saint Francis, translated by E. G. Salter.

The Story of the World's Worship, by Frank S. Dobbins, A.M.

The Writings of Patrick the Apostle of Ireland, by Reverend C. H. H. Wright, D.D.

The Crusades and the Crusaders, by John G. Edgar.

Luther and Cromwell, by Reverend J. T. Headley.

The Life of Doctor Martin Luther, by Professor W. Wackernagel, D.D.

History of the Rise and Influence of the Spirit of Rationalism in Europe, Vols. I.-II., by William E. H. Lecky.

Manual Training, Industrial Education and Domestic Science.

What and How, by A. W. Henderson and H. O. Palen.

Manual Training for Common Schools, by Allen.

Science of Mechanics, by Ernst Mach.

Manual Training in Education, by C. M. Woodward.

The Training of Farmers, by L. H. Bailey.

Clay Modelling, by Alexander Gordon.

Plaster Casts and How they are Made, by F. F. Frederick.

The Basket Maker, by L. W. Turner.

Weaving for Little Children, by M. Swannell.

Plaster Brick Making and Laying, by William Harbutt.

Industrial Education, by Sir Philip Magnus.

Trades for London Girls and How to enter them, published by Longmans, Green & Company.

Little Folks' Handy Book, by L. and A. B. Beard.

The Fireless Cook Book, by M. J. Mitchell.

The A. B. Z. of Our Own Nutrition, by Horace Fletcher.

Scissors and Paste, by Grace Goodridge.

Vegetarian Cookery, by A. G. Payne.

Cookery for Common Ailments, by Phyllis Browne.

Hints on House Furnishing, by W. S. Sparrow.

The Table. How to buy Food, How to Cook it, and How to Serve it, by A. Fillippine.

Home Decoration, by Dorothy T. Priestman.

Home Nursing for Young Housekeepers, by E. J. Moffitt.

Food Preservatives, Their Advantages and Use, by R. G. Eccles, M.D.

Scientific Nutrition Simplified, by Goodwin Brown.

The Making of the Home, by Mrs. Samuel A. Barnett.

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Food and Hygiene, by William Tibbles.

The Perfect Way in Diet, by Anna Kingsford.

Bacteriology for Nurses, by Isabel McIsaac.

Food Products of the World, by Mary E. Green.

When Mother Lets Us Help, by Constance Johnson.

Poetry.

The Call of the Homeland, selected and arranged by R. P. Scott and K. T. Wallas.

Poetical Works of Robert Southey.

Select Poems, edited by W. J. Alexander, 1907, 1908, 1909.

A Hymn of Empire, and other Poems, by Frederick George Scott.

The Amber Army, and other Poems, by William T. Allison.

Song Waves, by Theodore H. Rand.

Songs and Sonnets, by Helena Coleman.

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Ballads of a Cheechako, by Robert W. Service.

The Camerons of Bruce, by Robert L. Richardson.

Poetical Works of Alexander McLachlan. Published by Wm. Briggs.

Poetical Tragedies, by Wilfrid Campbell.

The World's Best Poetry, Volumes I.-X., edited by Bliss Carman.

Easter Joys, selected by C. A. Rhead.

The Poetical Works of John Milton, 7 volumes, edited by Rev. Henry J. Todd.

New York Nocturnes, and other Poems, by Charles G. D. Roberts.

Oxford Prize Poems. Oxford Press.

The Golden Staircase, selected by Louey Chisholm.

The Book of the Native, by Charles G. D. Roberts.

The Book of the Rose, by Charles G. D. Roberts.

Poetical Works of J. W. Von Goethe.

Hudibras, Volumes I.-II., by Samuel Butler.

The English Parnassus, an Anthology of Longer Poems, by W. M. Dixon and H. J. C. Grierson.

Fiction and Practical Life.

School Children the World Over, by Lucy Dunton.

The Story of the Trapper, by A. C. Laut.

The Attic Guest, by Robert E. Knowles.

A Beautiful Rebel, by Wilfrid Campbell.

The Story of Gosta Berling, by Paulina G. Flach.

The Shuttle, by Francis H. Burnett.

The Care of the Child, by Mrs. Burton Chance.

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Janey Canuck in the West, by Emily Ferguson. A Labrador Spring, by Charles W. Townsend.

Our Little Cousin Series in 26 volumes, published by L. C. Page & Co.

The House of the Heart, and other Plays for Children, by C. D. Mackay.

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Forest, The Blazed Trail, Blazed Trail Stories.

Lady Merton, Colonist, by Mrs. Humphrey Ward. Stories and Story Telling, by Edward P. St. John. Kilmeny of the Orchard, by L. M. Montgomery.

Literature.

Shakespeare, a Critical Study of his Mind and Art, by Edward Dowden.

Complete Works of George Eliot, in 24 volumes, published by Estes & Laureat. French Expressions with English Equivalents, by Fred Rothwell.

The Cambridge History of English Literature, edited by A. W. Ward and A. R. Waller.

Aeneid of Virgil, 1-12, edited by T. E. Page.

Horace's Odes, edited by T. E. Page.

The Iliad of Homer, by Lang, Leaf and Myers.

English Literature, its History and Significance, by William J. Long.

Horace for English Readers, by E. C. Wickham, D.D.

Odyssey of Homer, by Butcher and Lang.

New Cicero with Vocabulary, by Allen and Greenough.

Plutarch's Essays and Miscellanies, 5 volumes, edited by Clough and Goodwin.

Select Speeches of Cicero, by H. E. D. Blackiston, M.A.

Cicero in Catilinam, by J. C. Nicol, M.A.

Counsel upon the Reading of Books, by H. Morse Stepliens and others.

Selections from Wordsworth, an Introduction to Romance in Literature, by Adam Fox.

Lives of Great English Writers from Chau er to Browning, by W. S. Hinchman and F. B. Gummere.

The Literature of the Victorian Era, by Hugh Walker.

Shakespeare's Richard II., Julius Caesar, and Macbeth, edited with introductory notes, by G. S. Gordon.

The Iliad of Homer (translated) Volumes I. and II., by Edward Earl of Derby.

Homer's Odyssey, Books 1 to 24, in 2 volumes, edited by Merry, Riddell and Monroe.

Studies in Shakespeare, by Richard G. White.

The Reading of Shakespeare, by James M. Hoppin.

The Great Poets of Italy, by Oscar Kuhns.

The Literature of Italy, in 16 volumes, published by the National Alumni.

The Inspiration of Poetry, by George Woodberry.

A History of English Poetry, Volumes III.-VI., by W. J. Courthope.

The Iliad of Homer, Books I.-XII., by F. A. Paley.

M. Tolli Cicironis, Volumes I. and II., by A. S. Wilkins.

Essays, by Thomas O'Hagan.

Oliver Goldsmith's Works, in 4 volumes, published by John Murray.

Fragments of Sam Slick by Laurence, by J. Burpee.

The Harvard Classic Series, 30 volumes, edited by C. W. Eliot. The Eclogues and Georgics of Virgil, translated by J. W. MacKail.

The Works of Samuel Johnson, in 16 volumes, published by Pafraets Book Co.

Points About Poetry, by Donald G. French.

The Novels and Letters of Jane Austen, in 12 volumes, published by F. S. Holby.

Complete Works of Edgar Allan Poe, in 17 volumes, published by Thomas Y.

Crowell & Co.

Complete Works of Frederick Von Schiller, in 5 volumes, published by International Pub. Co.

Complete Works of J. W. Von Goethe, in 7 volumes, published by International Pub. Co.

Complete Works of Heinrich Heine, in 12 volumes, translated by C. G. Leland. published by E. P. Dutton.

Schiller's Works, Volume II., edited by Charles J. Hempel.

The Children's Library, in 10 volumes, edited by H. W. Mabie.

Early English Proverbs, by Reverend W. W. Skeat.

An Outline of the History of English Literature, by J. M. D. Meiklejohn.

An Introduction to American Literature, by Henry S. Pancoast. An Introduction to English Literature, by Henry S. Pancoast.

The Works of Virgil, Volumes I.-III., by Connington and Nettleship.

Essays on Literature, by Edward Caird.

Homer's Odyssey, 2 volumes, by W. W. Murry.

Great Speeches from Shakespeare's Plays, by W. S. Dalgleish.

The Works of William Shakespeare, in 10 volumes, published by Dunfield & Co.

Historical Tales from Shakespeare, by A. T. Q. Gough.

Bacon is Shakespeare, by Edwin Durning-Lawrence.

Handbook to the Works of Dante, by F. J. Snell.

The Literature of Germany, by Frantz Thimm.

Essays in Literary Interpretation, by Hamilton Wright Mabie.

The Inspiration of Poetry, by George E. Woodberry.

The Great Poets of Italy, by Oscar Kuhns.

Bucolia et Georgica, by Virgili Maronis.

Cicero Pro Lege Manilia, by J. C. Nicol, M.A.

Classical Myths in English Literature, edited by C. M. Gayley.

Tales of a Grandfather, by Sir Walter Scott, with Introduction and Notes by T. Giles.

The International Library of Famous Literature, in 20 volumes, edited by Richard Garnett.

Music and Elocution.

Papers and Proceedings of the Music Teachers' National Association, 1909.

Music in the Public Schools, by Newton.

Our Familiar Songs and those who made them, Helen K. Johnson.

How to Develop Power and Personality in Speaking, by Grenville Kleiser. Famous Singers of to-day and yesterday, by Henry C. Lahee.

Text-Books.

Humane Education, Ethical Culture Readers, Books I.-II., by E. E. Page.

The Parallel Course Drawing Books, I.-IV., by C. S. and A. C. Hammock. Applied Art Drawing Books, 12 volumes, by W. Seegmiller.

A Text-book of the History of Painting, by J. C. Van Dyke.

Practical Drawing Books, I.-VIII., by C. W. Ware.

Nature Study and Brush Drawing, by W. F. Rankine.

The Manual Arts for Elementary Schools, 8 volumes, by C. S. and A. G. Hammock.

Finger Posts to British History, by R. S. Rait and J. E. Parrott.

A Manual of Personal Hygiene, edited by Walter Pyle.

Blackboard Drawing, by A. W. Sealey.

First Course in Biology, by Bailey and Coleman.

Cowham's Graphic Lessons-Geography, by J. H. Cowham.

Greek Moods and Tenses, by W. W. Goodwin.

Working Grammar of the English Language, by J. C. Fernald.

Two-book Course in Language, Books I.-II., by Webster and Cooly.

Madvigs Latin Grammar, by Reverend George Woods.

A Grammar of the Latin Language, Parts I.-II., by Henry John Roby.

The High School Grammar, by John Seath.

The Oxford Reading Books, 6 volumes. The Oxford Teachers Handbook, 6 volumes, published by Henry Frowde.

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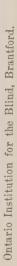
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APPENDIX I.—THIRTY-NINTH ANNUAL REPORT OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND. BRANTFORD, BEING FOR THE YEAR ENDED 31ST OCTOBER. 1910.

HON. R. A. PYNE, M.D., LL.D., Minister of Education:

SIR,—I have the honour to transmit herewith the Thirty-ninth Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 31st October, 1910.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,

Principal.

Brantford, November, 1910.

THE INSTITUTION FOR THE EDUCATION OF THE BLIND

In presenting the thirty-ninth annual report of the Ontario Institution for the Blind, I have to report an increase of three (from 116 to 119) in the average attendance for the session which ended in June, 1910, as compared with the preceding session; also an increase in the total registration from 124 to 130. The present report is made to cover a period of thirteen months, the end of the official year of the Institution being changed from September 30th to October 31st, to correspond with the official year of the public accounts of the Province. registration of pupils during the thirteen months was 144. Much excellent work was accomplished by the teaching staff during the session of 1909-10, the first aim being to give each pupil a common English education, which would enable him to occupy the leisure hours of his subsequent life in reading, and also fit him to protect himself in business. The illness of some of the teachers reduced the results that would otherwise have been achieved, and we have always to contend against the desire of pupils (and of their parents in some cases) to devote a large share of their time and energy to the musical and industrial work before they are well grounded in Reading, Writing and Arithmetic. The average health of pupils was good. The only change in the teaching staff since the last report was the encagement of Miss C. Kavanagh to take the place of Miss M. E. Walsh, who resigned after twenty-seven years of service. Inspector Kilmer succeeded Mr. Passmore as Examiner in the literary department, and Dr. Ham took Mr. Fairclough's place as Musical Examiner. Their first reports are appended. During the summer vacation the pipe organ in the Music Hall was rebuilt by Mr. Walter Wainwright under specifications furnished by Mr. Andrews. An extra class in New York point musical notation was taught on Saturdays by Miss Moore during a part of the session, but the pupils are encouraged to study out the musical signs for themselves as far as possible, with the help of the varnished cards prepared last year,

the idea being that they will retain better what they have worked to acquire than what has been drilled into their heads by a teacher. As we never have vacancies for all the applicants for instruction in music, it is a recommendation for an applicant to be able to show that he knows the point signs. I was much impressed with the statement of Mr. McNiel, of the Georgia School for the Blind, quoted in last year's report, that a blind person, desiring to teach music, "must acquire a correct knowledge of the staff, the shape of notes, the marks of expression and other musical characters used by the seeing; must not think his music in the point system characters, but must think always of the notes as represented on the staff." When in the Printing House for the Blind at Louisville last summer, I examined one of the publications recommended by Mr. McNiel, "Musical Signs for the Seeing," and ordered a number of copies. The diagrams are excellent for the purpose, but the explanations are in line letter, which is not used nor taught in our school. This obstacle was overcome by printing the explanations in New York point and binding the additional sheets into the books bought at Louisville, and the pupils have already made excellent use of this new help, which is more accessible to most of them than the maple planks described in a previous report. The recommendation of Dr. Ham that instruction should be given on the violin has secured the approval of the Minister of Education, but at the time of writing a teacher has not yet been engaged for that purpose. An important and most gratifying incident in the musical history of the Institution is thus set forth in the "Music and Drama" column of the Toronto Globe, June 22nd, 1910:

"Mr. Charles Duff, of the Brantford Institution for the Education of the Blind, has successfully passed the examination of the Canadian Guild of Organists and gained the associate diploma. Mr. Duff, although only seventeen years of age and blind, is an excellent musician and a fine executant. The examiners were Dr. Albert Ham, F.R.C.O., Toronto, and Mr. Herbert Sanders, Mus. Bac., Ottawa."

One of the topics very fully discussed at the Arkansas Convention of Instructors of the Blind was whether blind children should be taught music when they showed no special talent in that direction, and when there was no probability of their qualifying as teachers of music. While some regarded it as "educational waste" to give music lessons to a child who would never rise above mediocrity as a musician, others combatted the idea that the bulk of the teacher's time and effort should be devoted to a few "musical wonders" to the neglect of the dull majority, because, as one old and experienced teacher said, "While music will never be of any financial benefit to a majority of the blind, it will have a broadening and cultural influence upon all who faithfully try to acquire it; then, too, it will often supply the means of spending pleasantly hours that would otherwise be lonely." Regarding it as highly important that pupils should not, while in school, dwell "as in a fool's paradise," to be suddenly and painfully awakened by experience of the difference between the real world and the world they had imagined, I have in many a friendly talk impressed upon individuals that the ability to play the piano moderately well does not guarantee success as a music teacher, with accompanying financial ease; that there are competition to be encountered and prejudices to be overcome, and that while "there is always room at the top," there is much crowding on the lower rungs of the ladder. But on the understanding that everyone who studies music will not expect to make an easy living as a music teacher, I quite approve of having a large percentage of our boys and girls taught to play. The blind are shut out from many of the entertainments which their sighted friends enjoy, and music must be a great solace to those capable of producing it, as well as a means of contributing to the general entertainment. It is true that many of the

blind may never own a piano, but there are indications in the newspaper advertisements that an era of cheapness is at hand. Just as square pianos could be "bought for a song" after upright pianos were introduced, the new fashion of "player pianos" will throw many uprights on the market at the purchaser's own price, and enable people of very moderate means to enjoy the luxury of a piano in the house. If the ability to play is a comfort and a pleasure, much more desirable, as well as easier of attainment, is the ability to read, and this does not require a long apprenticeship in youth, but is quite within the reach of men and women who lose their sight after reaching mature years. How often, after having supplied blind adults with alphabet cards and keys and primers, have I been informed that the person could not manage to read with the fingers, the fact being that patience and perseverance, and probably intelligent instruction, were lacking. To obviate, or at least to minimize, the difficulty, I have prepared two sets of cards, designed particularly for adults, but useful for children in the Kindergarten and for inexperienced teachers as well, which I hope and expect will provide a "royal road to reading." Just as children with sight learn the easy letters like O and foul T and S, first, and then proceed to those whose shapes are more complicated, my New York point cards begin with letters easy to recognize by touch, such as a a f -one, two or three dots in the upper row-and t, n, u-one, two or three dots in the lower row. After practice with words composed of these letters, those more complicated are introduced, step by step, with practice words between, until all the small and capital letters, contractions, numerals, etc., have been represented. For the teacher I have made a set of cards in ink type, corresponding to the raised-letter cards, with each letter, or character, or word, printed in ordinary Roman type contiguous to the black-letter point imitation. Using these, any person who can read can instruct a blind person without any study on the part of the teacher, and with no trouble from the blind person's finger getting between the raised print and the teacher's eye. These cards will be supplied free to anyone requiring them, and any blind person who learns to read will be supplied with books. Our circulating library, which is open, free of cost or of postage, to all the blind in Ontario, is well supplied with books in three styles of type, the Moon, the line letter, and the New York point, and all the books in the last-named type. published at the American Printing House in Louisville and suitable for use in Canada, are promptly purchased and added to stock. Our own little point printing office is kept busy on school books and appliances, and does nothing to supply books for the circulating library. The reason for this is obvious. The cost of setting the type, or of punching the brass plates, for a book would buy many more copies of that book than would be required for a circulating library, which usually needs only one copy, and rarely as many as four, of any book. Books in any tantile print are bulky and expensive, so that few of the blind can afford to buy them, hence the necessity for a free circulating library such as the Government provides in this Institution for ex-pupils and other blind adults. The catalogue of books was printed in last year's report and copies of it can be had on application.

The members of the Royal Commission on Technical Education visited the Institution on October 10th, and in the afternoon of the same day I gave exidence before the Commission on the work done in the Institution. The chairman Prof. J. W. Robertson, said "he voiced the sentiments of his colleagues when he expressed his surprise at the excellent organization found at the O.I.B. at the visit in the morning, and they were of the opinion that blindness was somewhat atomed for. It was highly creditable to the Province of Ontario to be so solicitous for



those afflicted and the money was well spent, and an increased expenditure on those that can see would not be begrudged."

f note with pleasure the movements in Montreal, Ottawa and Toronto on behalf of the adult blind, whose claim upon public sympathy would be freely admitted if their circumstances and requirements were better understood. In my opinion a workshop for blind adults, located in Toronto, modelled on the shop in Milwaukee, would be very useful. It would not be self-sustaining.

While the pupils were away at their homes during the summer vacation of 1910, there was an outbreak of smallpox in Brantford. It was mild in character and no deaths ensued, but there were so many cases that the local health authorities thought it best to order a general vaccination of the inhabitants. I sent a circular letter to the parents or guardians of all present and prospective pupils, recommending that the vaccination should be done at home, in order that the sickness and soreness should be gone before the time should come to return to school. This was generally complied with, though in a few instances pupils did not get back in time for the opening of the session, and some have not yet returned. While communicating with the parents on this subject, I took advantage of the opportunity to refer to some other matters on which I desired their co-operation. I requested them to send all money intended for the children's use to me and not to the children, so that it could neither be stolen nor wasted. I told them not to send parcels of victuals to their children to be consumed in their dormitories, because the children would be much healthier eating their three square meals per day in the dining-rooms than lunching on stale cake and other indigestibles. To this I may add that it is very injurious to the pupils to have them go home every few weeks, and frequent or long visits from the parents also retard their progress. Some parents even resent the idea that their children should be happy and contented in the school, though separated from the parents, who are unhappy on account of the absence of their children. They have not learned, or become reconciled to, the law of human nature that parents love their children more than the children love their parents, and yet there is a wise reason for that law. But parental love is unfortunately sometimes mixed with selfishness, as in cases where children who ought to be at school are kept at home and deprived of an education because the loving (and selfish) parents cannot stand the strain of parting from them. The parent who will not forego his own pleasure in the child's company for the child's good will be fortunate if the child does not later reproach him for neglect of duty. It is a misfortune to have a blind child, but a crime to let that blind child grow up in ignorance. That many parents and children value the work that is done for the blind is shown by the following letters of

APPRECIATION.

From an ex-pupil now living in British Columbia: "Dear Mr. Gardiner: Please accept my thanks for the annual report. I think it is a splendid idea to send them to all the old pupils and, like that lady who writes in the last report. I think it would be a splendid thing if every household could be supplied with a copy. It is surprising how little people of the West know of the work done in the O. I. B. I feel very grateful for the privilege of spending five years in the school. The little I learned in cooking has been of great use to me since I came West, and I think as many of the girls as can should take it up. We never know when you may be called on to cook a meal, and it is well to have a little experience. There is very little in the line of housework that I cannot do, and I also earn consider-

able pocket money with my fancy work. I think there are lots of things a blind girl can do if she tries to make herself independent."

From the mother of a pupil: "We have been very much pleased with the success ——has made while at your school. His reports were very satisfactory; owing to your splendid guidance and instructions, together with those under you. ——always enjoyed the school and will miss it very much, although I shall endeavor to continue some of his subjects. Mr. ——joins me in wishing you and your school every success, and thanking you and the teachers for their kindness to ——."

From a mother: "I have read ——'s report carefully and note the progress he has made during the last term. I might say that I am perfectly satisfied with the education he is receiving at the Brantford Institution, and feel that you and the teachers are doing their utmost to fulfil their duty to the blind children."

A father: "I have much pleasure in thanking you for my son ——'s report. I am most pleased with the progress he is making under your care, and I do assure you, Sir, that both his mother and myself sincerely appreciate the care and attention he is receiving both from his teachers and yourself, and we are very grateful, as I am sure —— will be himself when he grows up into years and is able to understand all that has been done for him."

A father: "Yours with report of our boy's standing received. Considering the short time he has been with you, we feel that the report is very good, and we are very much pleased with it. Hoping you may be spared many years to continue the good work you are doing, I remain," etc.

A mother: "I am really glad that I sent my little boy to the Brantford School. I dreaded to send him so far from home, but I know it has been for the best."

An ex-pupil: "Thank you for the two Expositors, which were edifying as well as showing kindness. You always speak with such cheer, I am sure the citizens of Brantford will long remember your good works on behalf of the pupils and staff. Your kindness will be always appreciated. I often tell mother your sympathy is great for all, whether they have a goodly portion of mental power or not. I feel as if the years spent at school are like a foretaste of heaven—such patience as you deal with all. I have taken prizes for bead-work at different fairs (all first prizes), and have been asked to furnish more. One cannot make much at bead-work, but it gives pleasure on many occasions. I earned a few dollars this year from it and intend putting it in the savings bank."

A mother: "We received her report and think it is an excellent one; it is a credit to both pupil and teachers."

A mother: "I'll take this opportunity of thanking you, Mr. Gardiner, and your staff for your very, very kind treatment of our little girl. We never tire sounding the praises of the O. I. B."

A mother: "Thanking you for all your care and kindness towards her during this term; I am sure she thinks a great deal of you all and enjoys her school days, and if you are up this way any time we would be pleased to have you call and see us."

An ex-pupil: "Of course you may be quite sure I take a very deep interest not only in their progress, but in that of the other girls and boys who come under your care. The children seem to have been very happy at school, but I did not

think it would be otherwise, as my own memories of the O. I. B. are always pleasant. I was sightless then, but I think I never missed my sight until I had to take my place in the world and fight the battle alone. I do trust, Sir, that the time will soon come when some home and employment will be found for those like myself without a home."

A father: "We received your report, which was very gratifying and reflects

much credit upon you and your staff of teachers."

A mother: "I again thank you and your caretakers for your kindness to my son. At the closing of another year we see by his report and the letters he sends home that he has improved, and I hope as he goes on from year to year that he will be able to take more interest in his work, for I am so glad that there is such a place for such as my boy, and I again thank you for your trouble, as I know so many children take a lot of care."

A mother: "I must thank you ever so much for your great kindness to my dear daughter. My husband and I are delighted with the report of her. I me sure she is getting on wonderfully in her schooling, and she is vary happy, so she tells us in her letters. I am sure she is trying her very be to be an and do all she is told, and we are more than delighted with her progress in her work. Will you kindly thank her teachers?"

A pupil's friend: "Thank you very much for sending me report. I was so pleased to see how well she has got on. She is evidently a bright girl and willing to apply herself to her studies, and what a blossing such an Tuelltution as yours is to these poor blind children; how thankful we ought to be they

are provided by Governments."

A mother: "I want to thank you for all your kindness to my dear little son, but words won't express what I feel, so you must just remember he is my only son and I love him dearly, and your school is giving him his chance in life as nothing else could."

A father: "Just a word in appreciation of the grand work you are doing. We are well pleased with the progress, care and attention - - has been necessful since he has been under your guidance. Wishing you continued success in good great work, I am," etc.

A father: "I wish to thank you for the pleasure we had in receiving and reading the annual report, and in the other report I find a little improvement in

her kindergarten work."

A mother: "We are very pleased ---- is getting along in school. W both wish to thank yourself and teachers and nurse for the care they have given little - during the term. Trusting he will do even better next to m. wish ing yourself and teachers a very enjoyable holiday."

A father: "---, my son, has arrived home safe. He wishes to let y know and accept his sincere thanks for your kindness toward him. Although I never had the pleasure of meeting you personally, you and the rest of the shirt

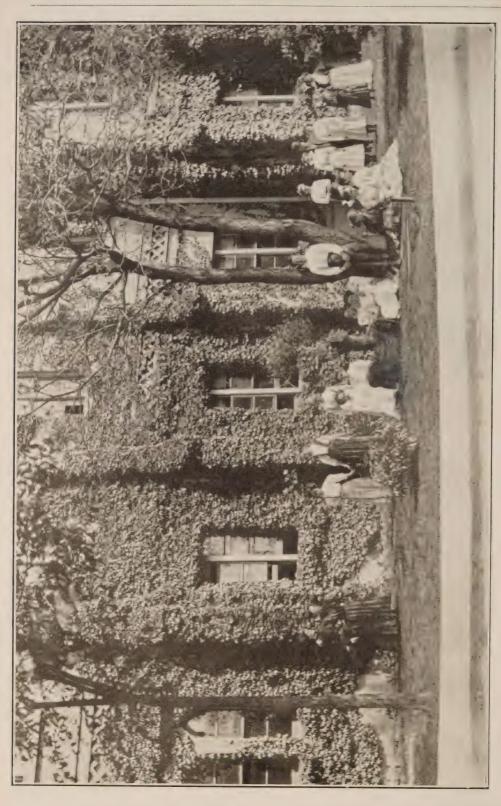
have my sincere thanks for their kindness towards him."

A father: "We are very pleased with ----'s progress and think to have got on famously, and glad his health remains good. Mrs. - and I are very grateful to you and his teachers for the advancement he has made this term."

A mother: "I am very pleased at my son's progress in his work and fool

sure that you are all doing your duty by him."

An ex-pupil: "I have indeed felt disappointed not hearing from you since I left the school. I did not receive even a Christmas programme. I feel just as in-



terested in the school now as when I was there. I have just received the annual

report. I am very thankful to you for it."

A mother: "I have also to thank you for the annual report. It is very kind of you to send me the extra copy. I think it should be widely read, because very few people really think or know what the blind are able (when properly taught and trained) to do. I can look back to the time my son was in the hospital, and I was repeatedly told there was no cure for him, and he was not to be bothered with lessons as it would injure him other ways. I felt very much depressed on his account. I could not see what would become of him if anything happened to his father or myself, but now I feel so thankful, for I notice some improvement every time he comes home, both in his habits and also what he is gaining in every branch of education. I confess I was rather afraid for him to leave home at first, but since the first term I never had a doubt about him, for everything about the Institution is calculated to form habits of cleanliness, good behaviour and industry. I have to thank all the dear teachers, and especially you, dear Mr. Gardiner, for the care and kindness shown to ----. I am sure there is not one of his teachers but he speaks of in love and respect, and dear Mrs. Kirk, too, for her care of his wardrobe, and Miss Cronk for all her kindness to him."

An ex-pupil: "I suppose the yearly report will soon be out. I am always

watching for it at this time of year, and it seems like a nice long letter."

A father: When meeting my son, "I had the pleasure of having a good shake-hands with Mr. Wickens, a very kind and pleasant gentleman. My son is delighted with his first year at the Institution, and my wife and myself cannot express too much our sincere thanks to you, Mr. Gardiner, and to your able staff for all the kindness and attention you paid to my son during his sojourn at the Institution, and I may tell you, Sir, even though it is very hard to separate ourselves from our boy, we know that he is so well cared for that we make a good sacrifice."

A mother: "We also received the report of her work. We all think she is doing well for the short time she has been there. Thanking you for all your kindness to her."

A mother: "We received ——'s report, and we are very pleased with how

he is progressing with his studies."

An ex-pupil: "I received the annual report. Please accept my hearty thanks for same. It is always interesting to me to hear of the work that is being done at the O. I. B. I know that those who spend their childhood at the school receive the greatest help; still I feel greatly benefited by the three years I was at Brantford."

A mother: "Just a line to thank you for sending me my daughter's report, and also for the yearly report. I thank you for the trouble you must have taken with my poor girl, and I wish you every success with your work in your Institu-

tion."

From across the sea: "Fuer die freundliche Zusendung Ihres so interessanten Jahresberichtes erlaubt sich die ergebenst gefertigte Direktion ihren albesten Dank auszusprechen und mit dem Ausdrucke vorzueglicher Hochachtung zu

zeichnen. Die Direction der Klar'schen Blindenanstalt in Prag."

A mother: "I have received your last report and read it all through. Accept my best congratulations for the wonderful work that has been done during this year. It is written that 'those who instruct others will shine in heaven like stars.' I am sure that you will. It is surprising to see all the work that is done in the O. I. B., for these poor unfortunate creatures, in teaching them everything

which will be useful in this world. Your work is great towards God, and if the Almighty rewards those who take pity on misfortunes, you, the personnel or the staff of the O. I. B., will be the first one on the row to be rewarded. For my part, it is my desire or wish to let my son go on with his instruction under your jurisdiction till he will be advanced enough to earn his living. I am very satisfied so far with his music. I think he has an extra music teacher, because I could not help myself weeping in hearing his music last year; the child has so fine a touch and his music was so sentimental. I could not possibly understand how my son could play Mozart, Paderewski and other great masters in so small a length of time, but I recognized afterwards that his music teacher must be an artist herself, and tried to have her music pupils become artists themselves. May God bless you and all the professors for the welfare procured to all those who are under your control."

A father: "Now, my dear sir, I wish to thank you most heartily for your many kindnesses shown to my daughter during her stay at school. It is a great relief to me to know she has been so well looked after, as she herself tells me you have been like a second father to her. I cannot find words to express my gratitude to you, but I can say 'thank you' from the bottom of my heart. I have received her report, which I am very pleased with."

An ex-pupil: "You may be sure that I was pleased to receive a programme of the Christmas concert, and I thank you for remembering me. When sending out the annual reports I hope you will not forget me. An effort is about to be made to start a society here in aid of the adult blind. Some of our good people are becoming alive to the fact that all blind persons cannot be music teachers and piano tuners. Mr. —— and his folks are much interested in the cause of the blind. I think this is due to the reports which he received from you while I was at school. I have been asked to write to you for some information."

ATTENDANCE.

The total registration of pupils in the session of 1909-10 was 130, six more than in the preceding session; at the opening on September 22nd, 1909, there were 113 pupils as compared with 108 at the opening of the preceding session; at the close 117, as compared with 116. Seventeen pupils, who were not present at the opening in September, arrived during the session. The largest number in attendance at any one time was 125. Of the thirteen pupils who were present during a part of the session, but did not remain until the end, one male was sent away when it was ascertained that his domicile was in the Province of Quebec; one male left on his mother's removal to Detroit; one male was called home by his father

on the recommendation of the Principal; one male left to go into business as a basket-maker; one male went home to have his eyes treated, and one male was ill at home in the Christmas holidays and did not return. Four females withdrew on account of illness; two for domestic reasons, and one was taken home by her parents who were dissatisfied. Two of these are back this term. Of the 117 pupils who were present at the end of the session, there were 61 males and 56 females.

The number of pupils in attendance at the opening on September 2sth, 1910, was 109, as compared with 113 at the corresponding date in 1909, and 117 at the closing of the school term on June 15th, 1910. Of those in attendance at the close of the last term, 93 had returned; five former pupils who were not here at the close of last term had come back, and eleven new pupils had been enrolled. Of the five described as former pupils, three were not in attendance during any part of the session of 1909-10. Of the 24 who left in June and did not return in September, four have since returned, and the absence of the other twenty is thus explained:

Six males remained at home on account of poor health; two males and completed their course in the basket shop and intended to go into business, and two males did not want to come back, though their parents wished them to return. One female removed to Detroit; two females had completed their studies; two females were in poor health, and five females, detained by domestic reasons, will probably be back.

The ages of the new and re-admitted pupils are as follows:

Males.	Females.
Twenty-two years 1 Nineteen years 1 Eighteen years 1 Ten years 2 Nine years 1 Eight years 1 Seven years 2 Total males 9	Twenty-five years 1 Nineteen years 1 Seventeen years 1 Fourteen years 1 Twelve years 2 Six years 1 Total females 7 Total males 9 Total males and females 16

The total registration in the official year (thirteen months), October 1st, 1909, to October 31st, 1910, was 144—77 males and 67 females—against 142 in the preceding official year.

Pupils Registered in Session, 1909-10.

Nome	70 - 17	1	
Name.	Residence.	Name.	Residence.
Beach, Sparling		Wilkinson, Byron	. Sarnia.
Black, Herbert Burgess, Lloyd	.Ottawa.	Yarocki, Harry	. Garland, Man.
Chatelain, Jean	Rorromee	Ash, Rachel	Sarnia.
Clappen, William	. Belleville.	Bickerton, Gladys Branston, Ethel	. Navan.
Clarke, Walter		Brunsden, Alma	Brantford
Clemmett, Wilbert		Bullock, Eva	. Woodstock.
Colby, Edward		Buss, Anna	. Mille Roches.
Cotter, James	.Ottawa.	Catling, Nellie	. Goderich.
Crew, William	Toronto.	Conybeare, Nettie	.Innerkip.
Cundy, John	Thorold	Cox, Winifred	.Paris.
Derbyshire, Byron	Athens.	Crawford, Annie Cuneo, Mary	. Strathroy.
Duff, Charles	.Banda.	Curry, Catharine	. Toronto
Elnor, Harold	.Toronto.	Davidovitz, Esther	. Hamilton.
Fonger, Stanley	.Bruce, Alta.	Davison, Winifred	.Griersville.
Garlick, Walter		Doherty, Marguerite .	.Peterborough.
Godbout, Antonio Golz, Gustav		Duciaume, Eva	.Rockland.
Graham, Glen		Dunlop, Maud Elliott, Isabel	Cooper's Falls.
Green, Harold		Fox, Irene	Walkerville
Grills, Ion	Campbellford.	Fruiter, Pearl	London.
Harvey, Walter	Toronto.	Heaphy, Norah	Ottawa.
Hawken, Howard		Henrich, Evelyn	Brantford.
Henderson, Richard		Hepburn, Alice	Port Elgin.
Higgins, Thomas Johnston, Harold		Hepburn, Harriet Hewison, Betsy	Port Elgin.
Kelland, Wilber	Kirkton.	Ingram, Elizabeth	Ottonio.
Landriau, Valmore	Ottawa.	James, Gertrude	Waterford
Lee, George	Epping.	Johnston, Charlotte	Guelph.
Lott, Albert		Kaufman, Blanche	Ridgetown.
Marcotte, Cleophose Martel, Ubald		Lammie, Amy	Hensall.
McAvoy, Thomas		Lammie, Greta Lansdowne, Norah	Hensall.
McBride, Charles		Loomis, Pearl	Tahar Alta
McCaul, David	Ottaw a.	Marsh, Mary	Holland Landing
McCutcheon, Roy		Martin, Muriel	Toronto.
McDonald, Norman		McEwen, Geraldine]	Radisson, Sask.
McKim, Burney	Picton. Brantford	McQuade, Ethel	Stratford.
Murch, Wilson	Fairground.	Meehan, Laura	Toronto.
Murray, Ancile	Goderich.	Miller, Susan	Gravenhurst
O'Donnell, Jamesl	Lanark.	Munro, Isabel	Woodstock.
O'Keefe, William		O'Neill, Mary(Ottawa.
Ouellette, Arthur	Belle River.	Quinn, May	Hillside.
Paul, Leonard	Tailevhury.	Rooke, EmmaI	Derenam Centre.
Porte, Aquila		Rusk, ElizabethI	Rarkwav
Price, Frederick	Niagara Falls.	Sage, EdnaI	London.
Raymond, Walter		Sage, VernaI	ondon.
Rees, WalterS		Sells, KathrynI	Dubuque.
Richardson, Robert Robinson, Charles I		Slay, Gladys	Sarnia.
Ross, Leslie	Ustow. Sask	Slough, Grace I Speers, Edith G	enwick.
Ryan, EnerL	ucan.	Spicknell, Letitia I	ondon Tunction
Salter, MelvilleO	shawa.	Squair, Etnel	Villiamstown
Sherman, LeonardT	aber, Alta.	Stearns, Sarah0	ttawa.
Simmons, WalterC	opper Cliff.	Stephenson, MurielC	ollingwood.
Smith, JosephL Steele, FrederickP	erth	Stevens, Ethel	eterborough.
Thompson, WilliamT	oronto.	Thompson, Gladys T Thompson, Teresa H	oronto.
Tomlinson, RoyS	askatoon, Sask.	Wilcox, CatharineT	oronto
Vance, FrankT	oronto.	Wooldridge, EleanorT	oronto.
West, LionelG	alt.	Woodcock, GladysP	almerston.
White, Harry	Swansea.	Wright, ElsieS	t. Catharines.

NEW PUPILS AT OPENING OF SESSION, 1910-11.

	Name.	Residence.	1	Name.	Residenc	e.
Fre Cla Orv m Edv Jos Cec Ait	derick Clissold . rence Earle ille Frayne (re nitted) yard Kennedy	TorontoadForestOttawaSutherland, SaskCrookstonadMaple.		Alice Darby Alta Fitzpatrick Alice Griffin Eva Muntz (read mitted) Effic Smith Ethel Branston (readmitted) Betsy Hewison (remitted)	WheatleyHawtreyVegreville,Ottawa. eMillgrove. e-ad-	Alta.

ENTERTAINMENTS.

Before settling down to the regular Tuesday evening entertainments by the pupils, the Principal provided the programme for a few evenings, covering such topics as an analysis of point print, a description of his vacation trip to the Pacific coast, going by Northern Pacific and returning by Canadian Pacific; the origin and meaning of the pupils' Christian names and surnames, etc. On October 30th, 1909, the programme for the Hallowe'en concert included not less than thirty tour numbers, songs, recitations, instrumental selections, etc., being volunteered in prefusion. Those taking part were Norah Heaphy, Mildred Miles, Mary O'Meill. Marguerite Doherty, Betsy Hewison, Eva Duciaume, Sarah Stearns, Gertrudo James, Teresa Thompson, Gladys Bickerton, Gladys Woodcock, Blanche Kaufman, Muriel Stephenson, Pearl Fruiter, Greta Lammie, Mary Marsh, Muriel Martin, Norah Lansdowne, Susan Miller, Rachel Ash, Mary Cuneo, Amy Lammie, Charles Duff, Wilson Murch, Leonard Sherman, William Thompson, Howard Hawken. Walter Garlick, Sparling Beach, Clifford Patterson, Melville Saller, Charles Me-Bride, Jean Chatelain, Frank Vance, Herbert Black and Aquila Porte. This long programme was run off in record time, with an intermission for the refreshments provided by the Matron.

On the afternoon of November 11th the members of the Welsh Choir, who had given an entertainment on the preceding evening in the city, visited the Insti-

tution and sang for the pupils, to their great delight.

In the evening of Nov. 19th the choir of St. Andrew's Presbyterian Church, under the leadership of Mr. S. Percy Davies, with Mr. W. J. R. Davies as organist. gave a programme of solos, choruses and readings in the Music Hall, in which the Misses Moffatt, Mr. Gun Munro, Mrs. Davies, Mr. Graham, Miss Gilmore, Miss Davis, Miss Pym, Miss Milligan and others took part.

The Christmas concert was held on Dec. 21st, and in reporting it the Brant-

ford Courier said:

"The continued popularity of the entertainments at the Ontario Institution for the Education of the Blind was demonstrated Tuesday night by the size of the audience, which filled every seat in the music hall of the Institution, Principal Gardiner, in his brief opening remarks, explained that the work of the session had been interfered with to some extent by the illness of two teachers, although the pupils had enjoyed exceptionally good health. A class had been organized in Sloyd work, with very encouraging results. As is customary at the Christmas concerts. the younger pupils took a prominent part in the programme. Miss Lee, the kindergarten teacher, had prepared four of her little pupils to recite, besides training

the whole class for the cantata, 'The Sweetest Song.' There were four other recitations by older pupils. Albert Lott, of Brussels, gave that old favorite, 'Bingen on the Rhine,' which has seldom been heard to better advantage, his enunciation being perfect. Edith Speers, of Griswold, Manitoba, recited Hood's 'Bridge of Sighs' most feelingly, her graceful gestures adding to the effect of her performance. Susan Miller, of Gravenhurst, and Clifford Patterson, of Hamilton, gave, respectively and consecutively, 'The Night Before Christmas' and 'The Night After Christmas,' both of which recitations were deservedly applauded. Greta Lammie, of Hensall, and Muriel Stephenson, of Collingwood, two sweet little maids, quite captured the audience with the pieces, 'My Doggie' and 'The Middle Unild,' and equal success was attained by the two little boys, Frank Vance, of Toronto, in 'Poor Santa Claus,' and Fred. Steele, of Perth, in 'When Papa was a Boy.' All the reciters spoke distinctly, and the memorizing was perfect. Charles Duff, who is always a favorite with a Brantford audience, played with his usual skill and musical taste. Pearl Loomis, although somewhat nervous, showed she possessed a good musical temperament. Ethel McQuade possesses a good, clear technique, and gave her selections in excellent style. Verna Sage played with a thorough understanding, and gave a splendid interpretation of the 'Cradle Song.' The 'Quartette,' by Harold Elnor, Jean Chatelain, Charles McBride and Clifford Patterson, was brilliantly performed, while the vocal duet by Misses Elliott and Spicknell was a surprise to all, their voices blending beautifully together. Eva Bullock made a most efficient accompanist. Wilson Murch played with excellent effect the last organ number, and he promises to become a brilliant organist. The musical part of the programme was excellently rendered, both instrumental and vocal selections showing the results of careful training. The two numbers by the choral class were of exceptional interest. Mr. W. Norman Andrews, the musical director, when on a visit to England during the past summer, called upon Sir Frederick Bridge, Mus. Doc., M.V.O., at Westminster Abbey. Sir Frederick very kindly inquired about the O. I. B. choral class, and sent them two of his compositions, which were sung so well by the class Tuesday evening. 'God Save the King' brought a most enjoyable programme to a close. Before the singing of 'God Save the King' a vote of thanks for the excellent programme was moved by Rev. Mr. Mansell, seconded by Thomas Wade, Esq., and ably supported by S. F. Passmore, Esq., all of whom spoke words of encouragement to the teachers and pupils."

The programme at the Christmas Tree concert on December 25th was enjoyed by about half the pupils, the other half having gone to their homes to spend the holidays with their friends. It was as follows:

Violin solo David McCaul.
Piano duet
Recitation
Song Elizabeth Ingram.
Recitation
Song Pearl Fruiter.
Piano solo Ethel Squair.
Song
RoundEighteen girls.
Recitation Sarah Stearns.
Song Uswall Test
Song

Violin David McCaul.
SongNorah Heaphy.
Recitation Leslie Ross.
Piano soloGeraldine McEwen
Recitation
Piano solo
Recitation
Piano soloJean Chatelain.
Song
Piano solo Pearl Loomis

There was something on the tree for every pupil, and the distribution of gifts was not the least enjoyable item of the evening's programme.

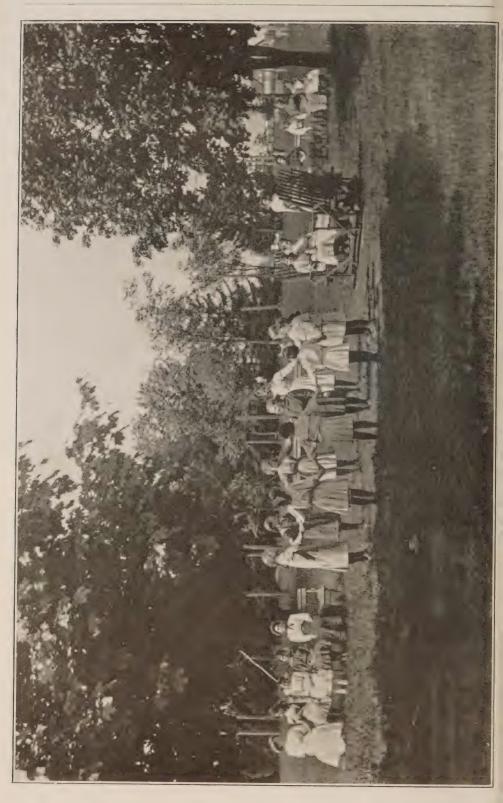
On March 17th, Miss Stanford, an English lady who had served as a medical missionary in India, addressed the pupils, telling them of the wonders of that distant land.

The next day (March 18th), Rev. Mr. Hall, of South Africa, told the story of Nelson and the "Victory," and presented the school with a shield made from the copper taken from that famous ship.

On April 27th Mr. Henri K. Jordan, organist of the Brant Avenue Methodist Church, brought several of his pupils to the Institution, and gave a delightful entertainment on organ, piano and violin.

The closing concert, held on June 13th, was thus reported in the Brantford Expositor:

The closing concert of the Ontario Institution for the Blind last evening drew out the usual large audience, and though many were obliged to stand in the aisles and corridors, there was no abatement of the enthusiasm with which the program was received. Principal Gardiner, in his opening remarks, mentioned that the attendance during the session just closing, had been larger than in any year since his connection with the Institution, but he did not infer from this that blindness was increasing in the province. The programme opened with an organ selection, "Sonate Op. 40, No. 1." (Guilmant), by Charles Duff, who played this long and difficult piece in his usual masterly manner, and later in the evening rendered Bach's "D Minor Toccato and Fugue," on the organ, and Chopin's "Ballade. Op. 47" and "Polonaise, Op. 22," on the piano, the orchestral parts in the last piece being taken by Eva Bullock on the organ. Miss Bullock also played the solo. Heller's "Im Wald," winning deserved applause. On the vocal side the program was particularly strong. The choral class sang Mendelssohn's "Spring" and Thompson's "Come Where the Lilies Bloom," the solo parts in the latter being taken by Edna Sage and Richard Henderson; also Leslie's "Lullaby of Life," and as the concluding chorus, Mendelssohn's "Trio, Female Voices" and Caldicott's "With Horse and Hound," Mr. Andrews playing the accompaniments. Richard Henderson and Edna Sage sang as a duet, Cook's "Question," their voices blending beautifully, and there were four vocal solos. Isabel Elliott, who has been a favorite with concert audiences for three or four years, both as a singer and as a reciter, appeared to good advantage in Handel's "Angels Ever Bright and Fair". Edna Sage sang the old English air, "The Lass with the Delicate Air," very sweetly, and was the recipient of a very beautiful bouquet, presented very gracefully by little Beth Meakins. Emma Rooke, who possesses a voice of singular sweetness, sang Cowen's "Swallows," and Richard Henderson excelled all his best



previous efforts in Capel's "Lorraine, Lorraine, Loree." At the conclusion of the programme Mr. Gardiner read the names of the pupils who had passed in the recent musical examinations with their relative standing, explaining that, as the report had just reached him, the certificates won would be forwarded to the pupils at their homes. The list included:

MR. ANDREWS' PUPILS.

Piano, Second Grade—Eleanor Wooldridge, second class honours; Verna Sage, pass.

Four Grade—Charles Duff, second class honours; Eva Bullock, pass.

Organ-Charles Duff, first class honours. (This pupil was also awarded the

diploma of the Canadian Guild of Organists.)

Voice Training, First Grade—Isabel Elliott, first class honours; Catharine Curry and Letitia Spicknell, second class honours; Emma Rocke and Edna Sage. pass.

Second Grade—Isabel Elliott, pass.

Third Grade-Richard Henderson, first class honours.

MISS MOORE'S PUPILS.

Piano, First Grade—Mary Cuneo, Charles McBride, Clifford Patterson, first class honours; Gertrude James, Ethel Squair, Richard Henderson, second class honours; Isabel Elliott, Letitia Spicknell, Edward Colby, Harold Elnor, Albert Lott, pass.

Third Grade—Catharine Curry, Jean Chatelain, pass.

Harmony, First Grade—Mary Cuneo, Isabel Elliott, Verna Sage, Sarah Stearns, Eleanor Wooldridge, Clifford Patterson.

Second Grade—Eva Bullock, Catharine Curry, Ethel McQuade, Jean Chatelain.

Third Grade—Charles Duff.

Musical History, First Grade—Mary Cuneo, Isabel Elliott, Verna Sage. Sarah Stearns, Eleanor Wooldridge.

Second Grade—Eva Bullock, Catharine Curry, Ethel McQuade, Jean Chatelain.

Third Grade—Charles Duff.

Counterpoint—Eva Bullock, Catherine Curry, Ethel McQuade, Charles Dust.

MISS HARRINGTON'S PUPILS.

Piano, First Grade—Esther Davidovitz, Sarah Stearns, Byron Derbyshire, Frst class honours; Edith Speers, Ethel Stevens, second class honours; Winifred Davison, Geraldine McEwen, Emma Rooke, Glen Graham, Leslie Ross, pass.

Third Grade—Ethel McQuade, second class honours.

Mr. Andrews presented the diploma of the Canadian Guild of Organist to Charles Duff, with a few appropriate remarks explanatory of the nature and advantages of an associateship in the Guild.

As a treat for the pupils, Mrs. Charles Meakins, of New York, sang "I Lave You," by Sobeski, and "The Message of the Rose," by Gottschalk, her magnificent voice being admired by all who heard it.

Venerable Archdeacon Mackenzie, W. S. Brewster, M.P.P., and Rev. Rural Dean Wright were called on in turn for brief remarks. Dr. Mackenzie, while missing the recitations with which he had been familiar in former years, complimented the pupils and teachers on their work, bestowing special congratulations on Charles Duff. Mr. Brewster hoped to see additions made to the buildings and conveniences of the Institution, and to see the people of Brantford take more interest in its welfare. Mr. Wright was pleased with the work done by Mr. Andrews and his assistants, and he exhorted the pupils not to study too hard during the vacation, which he hoped they would all enjoy. A most enjoyable evening was brought to a close by the singing of "God Save the King," in which the audience joined.

At the opening of the session in the fall of 1910 the Tuesday evening entertainments were resumed, the Principal leading off with a travel talk on his vacation journeys to Little Rock, Arkansas; Brockville, Ontario, and Brooklyn, N. Y. The next Tuesday evening two of the pupils supplied the programme. Richard Henderson told of his journey through the Canadian Northwest as far as Banff, and Catharine Curry described her journey to St. Anne de Beaupré, the celebrated shrine below Quebec. A week later Orville Frayne, who had been absent from school for a session, gave an address on what a blind man can do on a farm, and Maud Dunlop drew from her experience to describe what a blind woman can do in a farm house. Besides the dissemination of useful information, exercises of this kind are useful in teaching the older pupils to think on their feet.

Owing to the change in the termination of the official year, this report covers thirteen months, and includes the combined Thanksgiving and Hallowe'en concert on Oct. 31st, in which over thirty of the pupils took part.

OUTSIDE THE INSTITUTION.

Pupils and ex-pupils have done credit to themselves and to the Institution during the year in their public appearances in various parts of the Dominion. The Woodstock Sentinel-Review of Nov. 9th, 1909, reported that "the recital given in the College Avenue Methodist Church by Mr. Chas. Duff, the Blind Organist, attracted a very large crowd, and shortly after 8 o'clock the building was filled to overflowing. Rev. Geo. W. Barker, the pastor, presided, and the recital was opened by the singing of a hymn. Mr. Barker then shortly introduced Mr. Duff, whose first number was the famous Wilhelm Tell Overture. To those who have heard Mr. Duff play before, each selection was a fresh pleasure, while to those who last night heard him for the first time the recital must have been a revelation. The exquisite daintiness of his light musical touch, the simple unaffectedness of his playing and the sympathetic ease with which he controlled his instrument spoke eloquently of the love he has for music and the consolation he finds in it. There is in his playing at times a yearning and pathos which lend added charm to his masterly work and the firm gentleness of his touch brings out all that is best in the composition. Mr. Duff played several numbers on the piano, and on this instrument the purling delicacy of the notes was perhaps more noticeable than on the organ. In one of his piano selections Mr. Duff gave evidence of his technical powers, betraying a running evenness very delightful to listen to. One of his last numbers was a composition by Sir Frederick Bridge, organist of Westminster Abbey, written in special recognition of Mr. Duff's ability as a musician. At the end of the programme Mr. Duff played by request 'The Two Larks,' a composition which lacks nothing in point of lightness and airiness of melody and technique."

The Parkhill Gazette, of June 2nd, 1910, in the course of its report of a concert given by the Parkhill Choral Society, under the management of Mr. Ernest A. Humphries, said that "Mr. Charles Duff, the young blind pianist, provided a

novelty for our people in his splendid playing of the great 'Polonaise Brillant' of Chopin, with orchestra accompaniment, and his performance was nothing less than dazzling in its brilliance. His fingers played the soft passages like the footfall of fairies and he produced the strong parts with the arm of a giant. Tuneful, brilliant and charming in itself, the Polonaise became a cascade of pearls under the touch of this wonderful young man. He has made such remarkable progress for his age that any person may safely predict a triumphant future for him. One of his points of pride is that his old friend, Mr. Humphries, gave him his first musiclesson."

The Toronto News, of Nov. 2nd, 1909, in reporting the annual concert of the Toronto College of Music in Massey Hall, contains the following reference to an ex-pupil: "Mr. Thomas B. Kennedy, of Guelph, sang Rossini's 'Pro Peccatis,' from the Stabat Mater, most acceptably. Mr. Kennedy possesses a full and rich

baritone voice, which, though of moderate range, is thoroughly pleasing."

The Brockville Recorder, of Nov. 2nd, and the Smith's Falls Record. of Dec. 21st, 1909, contain appreciative references to entertainments given in those towns by Roy Wilson, elocutionist; Joseph Boudreault, vocalist, and Herbert C. Treneer,

organ and piano soloist.

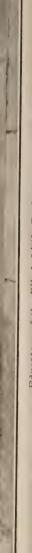
Mr. John Nicolson, another ex-pupil who was a favorite at O. I. B. concerts for several years, has been doing excellent work in Northern Ontario since he left the school. The Burk's Falls Arrow, of May 5th, 1910, says in its report of the local concert that "Mr. Nicolson is a coming star of the first magnitude as a tenor singer. He possesses a voice of great compass and peculiar sweetness of tone; and whether in patriotic, sentimental, pathetic, tragic, or humorous selections he appears to be perfectly at home. In 'Long Live the King' his magnificent voice was probably heard at its best, and stirred the patriotic feelings of his hearers to such an extent as to secure a most enthusiastic recall. Indeed, in all four numbers, Mr. Nicolson was warmly encored. Both on and off the platform, Mr. Nicolson has become a prime favorite with the people of Burk's Falls."

The Sturgeon Falls Gazette, in its issue of May 26th, reporting a concert at Cache Bay, says that " Notwithstanding the inclemency of the weather on Monday evening, Gordon's Hall was packed to its utmost capacity, even standing was at a premium. The occasion was an entertainment given by Mr. John Nicolson, celebrated blind tenor vocalist. Regardless of his affliction, Mr. Nicolson is rapidly forging to the front as a singer of great promise. He possesses a beautiful, rich voice of great magnitude, clear sweet tone, and sings with fine feeling and pathos, and has perfect command of his vocal power. In his song, 'The Toilors,' he has left a lasting impression here, and his Scotch numbers won the admiration

of his audience. Mr. Nicolson had to be recalled after each selection."

The Advertiser, of June 9th, said: "Last Sunday morning Mr. J. Nicolan, the blind vocalist, sang a solo in the Presbyterian Church which was greatly enjoyed by those who heard it. In the evening he gave two selections in the Motiodist Church which delighted the large audience. Mr. Nicolson possesses a magnificent tenor voice of great power and sweetness. His singing was marked by great depth of feeling and could not fail to appeal to his hearers. About eigh years ago Mr. Nicolson met with a painful accident in which he lost the sight of both eyes. Since then he has devoted much time and attention to the training of his voice. At the concert on Monday evening his singing was again appreciated."

During the long vacation of 1910 our girl pupils were not idle. The Elkhorn, Manitoba, Mercury, of August 11th, stated that "The Methodist Church was





crowded on Monday evening to hear Miss Belle Elliott and those who filled one of the best programmes that has yet been rendered by local talent before an Elkhorn audience. Miss Belle Elliott is so well known and appreciated, and so much interest is taken in her progress at the Institute, that she is always assured of a large audience and warm welcome in her annual concert at Elkhorn.

"Her opening selection, 'Ora Pro Nobis,' was sweetly sung and rendered with great feeling. Her recitation and readings show that she has great talent, and with added years and strength, we prophesy that she will occupy a prominent position as an entertainer in these branches. Her final selection 'Ninety and Nine' was well chosen and received great applause."

An enterprising merchant in Meaford gave two gold watches as prizes for the best essays on "The Whale," one for a town subscriber and the other for a resident of the country. The latter was won by Winifred Davison, one of our pupils, and her composition was duly published in the Meaford *Express*, as follows:

PRIZE ESSAY ON WHALE-COUNTRY.

When anything is very large it is frequently compared to a Whale. This comparison is very good, when we consider that the largest species of whale, the great Rorqual, is the most enormous of all animals known to inhabit the earth, sometimes exceeding one hundred feet in length. This monster is an inhabitant of the Atlantic and it is a most interesting sight to see him rise to the surface to breathe, and then suddenly disappear again under the blue waters, where he may remain from forty minutes to an hour, if danger is near.

The "Right" or Whalebone Whale, which is of so great commercial value in the Arctic regions, is rarely more than sixty feet long. If it were not so constantly persecuted, it might attain much greater dimensions, as it is naturally long lived and probably grows throughout life. Some of the earlier writers state its length as being eighty or one hundred feet. A whale sixty feet long is estimated to weigh seventy tons.

The Cachalot or Sperm Whale, from which "spermaceti" is obtained, and which lives in the great Pacific, is eighty-four feet in length, and fourteen feet in circumference. The head, which occupies one-third of the whole length, is almost equal in thickness to the body and terminates abruptly.

To capture the Whale, men used to go out in small boats, which enabled them to come up close to it, and spear it with harpoons; but now the harpoons are usually shot from guns at a distance, as a wounded whale is a very dangerous antagonist and can destroy a small vessel in a short time.

When a Whaler wishes to capture a mother and her little one, he always attacks the young whale first, as the mother is much stronger, more active, and more experienced. But the mother never forsakes her little one in the hour of peril. She first tries to accelerate its escape by pushing it with her flippers and her body. If, however, even with this assistance, its pursuers are gaining upon it, she holds it firmly against her neck with one of her flippers, and swims with all possible speed from the dangerous vicinity. Her efforts are often useless, but she will fight to the death rather than abandon her little one.

The Whale is much valued in some of the Northern Countries for its oil or blubber, which is used for food. It is also highly esteemed for the large plates of bone found in its mouth. In some Whales these plates weigh as much as a ton.

Its mouth is very large; but, as its throat is only six inches around, it cannot swallow anything of great size. Its food consists chiefly of small fishes.

The Whale breathes through two holes in the top of its head, sometimes spout-

ing the water twenty feet in the air.

WINIFRED DAVISON,

Griersville, Ontario.

A Student of the Blind Institute, Brantford, Ontario.

LITTLE ROCK CONVENTION

I attended the Twentieth Biennial Convention of the American Association of Instructors of the Blind at Little Rock, Arkansas, June 28th to July 1st. There were over seventy members present, including superintendents, trustees and teachers of twenty-seven schools for the blind, and several who could not attend sent papers to be read at the Convention. The chair was occupied at all the sessions by Mr. B. B. Huntoon, President of the Association and Principal of the Kentucky Schools for the Blind at Louisville. At the opening session on Tuesday evening, addresses of welcome were delivered by Hon. George W. Donaghey, Governor of the State of Arkansas, and Mr. W. P. Fletcher, a member of the State Board. The Governor affirmed that it was the duty of the State to educate the blind as well as the sighted, to become in whole or in part self-supporting, and Mr. Fletcher urged the importance of the movement to prevent blindness. President Huntoon expressed thanks for the speeches of welcome, and then proceeded to read his address to the Convention, emphasizing the important part that the South has taken in the education of the blind. He referred to Otis Batten, Superintendent of the Arkansas School for the Blind during the Civil War, and to other celebrated educators of the Blind in Arkansas and other Southern States. The South, he said, had been a leader in gymnastics and athletics for the blind. After thirty-nine years' experience as teacher and superintendent in a school for the blind, Mr. Huntoon emphatically condemned the admission of blind adults to share in the school work and life of the blind youth. Miss Ruth Christiansen, of Argenta, a pupil of the Arkansas School, contributed a piano solo.

At the Wednesday forenoon session the first topic was: "What is adequate provision for the education of the backward (not feeble-minded) blind child, and how can we meet this problem in our schools?" A paper prepared by Miss Nita F. Dustin, teacher in the New York State School at Batavia, was read by Mr. Burritt, of the Overbrook, Penn., school. Miss Dustin took the position that it would be conducive to better results in teaching the backward blind child if pupils of this class were segregated from the brighter pupils and placed under a special teacher. In this way, she urged, the backward child would not feel its inferiority to such an extent and would not be discouraged in its efforts at study.

Mr. H. H. Johnson, teacher in the West Virginia Schools for the Deaf and the Blind at Romney, took the opposite view, contending that the very fact that the backward child had been set apart from the others would make it feel its backwardness all the more, and instead of aiding in its advancement would retard its development. The child, he thought, would become imbued with the notion that it was hopelessly dull, and without any stimulus from brighter pupils would make poor progress generally.

Mr. John E. Ray, Principal of the North Carolina State School for the Blind at Raleigh, was of opinion that there is a logical avenue to the development of every apparently backward child if the teacher can only succeed in finding it. He told of a blind child coming from the mountain district where the illicit manufacture of liquor prevailed. After trying various methods to excite that child's interest, with poor success, the teacher suggested such words as revenue, moonshine, still, etc., which the boy quickly learned to spell, and ere long there was a satisfactory development, ending in a very fair degree of scholarship.

On the topic, "Educational waste in schools for the blind; its causes and indications; how measured; its prevention," Mr. E. M. VanCleve, Superintendent of the Ohio State School for the Blind at Columbus, read a paper in which he pointed out the waste caused by the employment of poor or indifferent teachers, very often poorly paid, and too often worth less than their low wages. The causes of this waste, Mr. VanCleve said, were often political—the employment of lazy, careless or incompetent teachers merely because of political influence with the appointing boards and not because of capacity on the part of the teacher employed. A teacher who depends on political pull, instead of effective work in the class-room, is prima facie unfit to be a teacher. Sometimes poor teachers were inadvertently employed, the boards being honestly mistaken as to the fitness of the applicant. Among other items of "waste" Mr. VanCleve mentioned the teaching of pencil writing. He said there was absolutely no standard by which waste in education could be gauged; only the Infinite could determine the extent of loss to the State and to the schools through these avenues of waste.

A paper prepared by Mr. Wm. B. Wait, Emeritus Principal of the New York City School for the Blind, was read by Mr. B. B. Huntoon, of Kentucky. Mr. Wait did not agree with Mr. VanCleve that the employment of teachers on small salaries necessarily involved educational waste, for he thought the profession of educating the blind ought to commend itself to those of benevolent instincts in such a way as to secure efficient service at moderate cost.

Mr. G. W. Jones, Superintendent of the Illinois School for the Blind, Jackson-ville, considered it a waste to give so much attention to music in schools for the blind. The ability to play the piano was of no practical value to many of the children, who had no instruments on which to practice after returning to their

Mr. J. W. Bitzer, of Columbus, contended that the blind child should be taught music, the blind having as keen appreciation of music as the sighted.

I spoke at some length in opposition to Mr. VanCleve's contention that the blind should be taught to use the typewriter in place of the lead pencil, taking the ground that many of the blind pupils would never be in a position to own a typewriter; that the blind, like the sighted, would often have occasion to write notes, letters or memoranda when a typewriter was not accessible, and I added that many sighted people, of good general education, never acquired the ability to write a plain, legible hand. I referred to correspondence between myself and Mr. W. G. Holmes, Manager of the Ziegler Magazine, who was present, on this subject, and gave from memory the substance of the following letters:

"New York, April 15, 1910. Mr. Gardiner, School for the Blind, Brantford, Ontario. Dear Sir,—We have received a number of letters from the blind who were former pupils of your school, who write like the enclosed, and I would like to get a little more information in regard to this, whether or not you teach all your pupils this style of writing, whether the older ones as well as the younger ones can learn it, about how long it takes one to learn, and if most of them can

learn to write as plainly as the enclosed. I would like also to know if it is possible to teach anyone who has never seen to write with pencil as distinctly as this. The most of the schools in the State who teach pencil writing have the blind to write a sort of a square hand and not nearly so plain as this. I would appreciate a reply in regard to the matter. Yours very truly, W. G. Holmes, Manager Matilda

Ziegler Magazine."

"Brantford, 18th April, 1910. Mr. W. G. Holmes, Manager Ziegler Magazine, 306 West 53rd Street, New York City. Dear Sir,-We teach all our pupils to write with pencil and grooved card, and many of them, but not all, learn to write as plainly as the sample you enclose. The first lessons are given on the wide grooved card, the letters being formed square according to the teacher's directions as to shape. After a time the pupil gets to using the narrow groove, and the letters are rounded off. Some learn in two months; others take longer, and (like some sighted people) some of the blind never learn to write well. Many who have never had sight learn to write legibly; indeed, our oldest teacher, Mr. W. B. Wickens, says he prefers to teach writing to a pupil who has never been a sighted writer. He has taught many adults who were not in the literary classes, but put in their whole day in the shop at basket work. There is a tendency, after getting away from the company of the teacher, for the blind person to forget the shape of some of the letters, for lack of constant practice, but I receive many well written letters from ex-pupils, who certainly do not write often. I consider the ability to write with the pencil much more important to a blind person than the ability to use a typewriter. Yours truly, H. F. Gardiner, Principal O. I. B."

After several blind delegates had spoken in favor of teaching pencil writing, Mr. E. E. Allen, Principal of the Perkins Institution at Boston, said that he had been opposed to the teaching of pencil writing, but since going to Boston he had had so many strong representations on the subject from blind pencil writers that he had been obliged to alter his opinion and become an advocate of pencil

writing.

The first general topic at Wednesday afternoon's session was "The special institution for the blind versus the co-education of the blind and the sighted," with sub-topics, "The higher education of the blind with reference to the direction of practical effort," and "The education of the young blind in institutions versus in schools with the seeing—the advantages and disadvantages of each." The second general topic was "The co-ordination of studies under a single teacher versus the departmental plan."

Mr. Charles A. Hamilton, Superintendent of the New York State School for the Blind at Batavia, contended that culture is necessary for the blind, because the blind person lives to himself to such an extent. He said that many fields of labor are now open to the blind, and mentioned prominent blind lawyers and

physicians.

Mr. Frank M. Driggs, Superintendent of the Utah Schools for the Deaf and Blind at Ogden, opposed the idea of having a national college for the higher education of the blind, contending that it is better to send the blind student desiring higher education to the State University, where he can associate with seeing students. He explained that in Utah the State loans such blind students the money needed to take the college or university course, with the understanding that the student shall pay the money back later.

On the second sub-topic papers were read which had been prepared by Mr. George F. Oliphant, Superintendent of the Georgia Academy for the Blind at Macon; Mr. John B. Curtis, Supervisor of Classes for the Blind in Chicago Public

Schools (read by Mr. McAloney of Pittsburg); Miss Carrie B. Levy, Supervisor of Classes for the Blind in Milwaukee Public Schools (read by Mr. Johnson of Virginia); Miss Gertrude E. Bingham, Supervisor of Classes for the Blind in New York City Public Schools (read by Mr. C. F. F. Campbell, of Pittsburg), and Mr. Robert B. Irwin, Educational Agent of the Society for promoting the Interests of the Blind in Cleveland, Ohio. Among the advantages of teaching blind children in schools with sighted children, set forth by some of these writers, it was stated that the young child could thus be kept in the atmosphere of parental love, instead of becoming a stranger to its parents and only an annual visitor in the home; that the blind child would be in constant touch with seeing people and would thus be in better training for dealing with the sighted after leaving school; that business men would have more confidence in a blind person who had been trained with the sighted, and that such education would result in practical sympathy for the blind on the part of the sighted instead of morbid sympathy. On the other hand it was contended that the sighted schools have not the proper appliances for teaching the blind; that the methods of teaching are necessarily different, and that the presence of blind children in the classes would hinder and retard the work done for and by the seeing pupils.

I spoke on the branch of the topic relating to the separation of the child from its parents, reiterating the remarks I had made at Indianapolis two years before, to the effect that it was usually much better for the child to be taken at an early age from the atmosphere of home indulgence, by which it was encouraged to be helpless, selfish and ugly; or to be taken from the home where it was neglected and allowed to indulge in habits difficult to eradicate, such as swaying backward and forward with a rocking-chair motion, shaking the hands, wagging the head, holding the knuckles in the eye, etc. In any school, I said, children do much to educate each other, and nowhere so well as in a special school for the blind could the over-petted blind child be convinced that there were others in the world whose rights were equal to his own. The teaching of the blind in seeing schools might do as a makeshift, when the regular schools for the blind were overcrowded, but as a matter of choice the blind child should be taught in a school specially

designed and equipped for the blind.

The second general topic was introduced by Mr. H. Randolph Latimer, teacher in the Maryland School for the Blind, Baltimore, followed by Mr. J. M. Dunn, principal teacher in the Texas School for the Blind at Austin. The general trend of the discussion was favorable to the idea that the co-ordination of studies in the primary grades is to be commended, but that the departmental method of instruction should be followed in the higher grades. Under the co-ordination system one teacher instructs a class of students along all lines, while under the departmental method one teacher instructs only in one subject. It was alleged that co-ordination gives the teacher the chance to become better acquainted with each student, and as the result he probably accomplishes more in instruction work, but the system does not allow the teacher to become as proficient in a special subject as he would be when devoting all his time to that one subject under the departmental method. Another view was that the teacher under the departmental method specializes and, becoming more and more proficient in his lines of work, is constantly looking for a better position and moving from place to place. The question of the relative amount of sympathy between teacher and pupil, under the two systems, was also discussed.

There was no regular session on Wednesday evening, but the Superintendents of Schools in the United States, who are ex officio Trustees of the American Print-

ing House for the Blind, at Louisville, Kentucky, held an informal meeting, at which it was proposed that meetings of the Trustees might in future be held in connection with the biennial conventions as well as at Louisville.

A number of the citizens of Little Rock called at the Institution and made

the acquaintance of the delegates on Wednesday evening.

At Thursday morning's session the first topic was "The nature and value of contributory effort from the pupils at free residential schools for the blind." Mr. Edward E. Allen, Director of the Perkins Institution and Massachusetts School for the Blind, Boston, read a paper descriptive of the Cottage system which he has adopted for the new location of the Perkins Institution near Boston, and he subsequently displayed plans of the groups of cottages. Instead of living together in one large building, the pupils of Perkins will be divided into groups of about twenty pupils, with two teachers, one house-mother and one maid-servant, to occupy each cottage. The main building will be for school purposes only. In the cottage two pupils will occupy each bedroom; there will be a kitchen, dining room and small laundry, and the pupils, under the direction of the house-mother, will get daily practical lessons in house-work instead of theoretical lessons in Domestic Science. Older and younger pupils will be assigned to each cottage, which they will have for their home as long as they remain in the school. Thus most of the objectionable features of Institution life will be obliterated. Great interest was taken in Mr. Allen's paper and the explanations he gave in answer to questions.

Mr. John F. Bledsoe, Superintendent of the Maryland School for the Blind at Baltimore, and Mr. George W. Bruce, President of the Oklahoma School at Fort Gibson, spoke on the same topic. The Baltimore school is getting new quar-

ters outside the city, and shops for adults will be located in the city.

Mr. Thomas S. McAloney, Superintendent of the Western Pennsylvania Institution for the Blind at Pittsburg; Mr. George S. Wilson, Superintendent of the Indiana School for the Blind at Indianapolis, and Mr. Charles F. F. Campbell, formerly of Cambridge, Mass., but now General Secretary of the Pennsylvania Association for the Blind, spoke on "The relation of the school to auxiliary organizations seeking to aid the adult blind." In the discussion the importance of "after-care" of ex-pupils was emphasized, and the value of such work as is done by Mr. Liborio Delfino, the Pennsylvania Field Officer, in hunting up the blind in the State, teaching the adults to read and to work, and encouraging parents to send their blind children to the schools, was explained. Mr. Wilson was particularly clear and emphatic on the point that the work of the schools for children should be kept distinct and separate from that of the shops or homes for blind adults, by having separate management and locations not too adjacent.

On Thursday afternoon the delegates to the Convention were the guests of the Mayor and citizens of Little Rock, who provided automobiles and guides for a trip

through the city and up to Fort Logan.

The Programme for Thursday evening included six round tables, three to be in session from 8 to 9, and three from 9 to 10. In one room Mr. Richard S. French, senior teacher in the California School for the Blind at Berkeley, read a paper on "The Psychology of the Blind," Mr. Chapple, Superintendent of the North Dakota School, Bathgate, leading the subsequent discussion. In another room the paper by Mr. N. C. Abbott, Superintendent of the Nebraska School, Nebraska City, dealt with the question, "Is it desirable that we should bring our schools into closer relationship with the public schools of our locality and of our State? If so, how can this be done?" Mr. Everett B. Tewksbury, Principal of the New York City Institution for the Blind, opened the discussion.

During this hour I attended the round table in the third room, where the topic for consideration was "What trades are proving valuable as breadwinners for the blind?" The design had been to have a paper by Mr. J. T. Morey, of Nebraska, with Mr. J. H. Johnson, Principal of the Alabama Schools for the Deaf and Blind, Talladega, to lead the discussion, but as Mr. Johnson was detained elsewhere until the last quarter of the hour, I was called upon to conduct the meeting. I enumerated the several industries taught in the Ontario Institution, putting piano-tuning first in the matter of remuneration, but making it clear that many blind boys are not adapted to succeed in this trade; I described our method in the willow shop, the plan being to produce a few patterns of baskets only-such as experience had proved to be fairly profitable—instead of trying to produce fancy lines which could be imported ready-made from Europe for about what the material would cost here; I mentioned the success of our pupils in hammock-making, and the beneficial effects of learning the use of carpenter's tools in the sloyd shop; I said we did little in cane chair seating, except to use the process to teach beginners to use their hands; I told of the beautiful (but not very remunerative) work done by our girls in the knitting, crocheting, sewing and darning classes, and of the pretty articles made by both boys and girls with cut and seed beads and brass wire for materials. I described how some of our ex-pupils had succeeded in commercial life, and answered many questions.

After Mr. Johnson arrived, there was a brief discussion on the advisability of having the blind taught to play on portable instruments, so that they could do orchestral work on steamboats and at pleasure resorts. Some of the delegates

thought such occupations infra dig.

Between 9 and 10 Mr. S. M. Green, Superintendent of the Missouri School for the Blind at St. Louis, conducted a discussion in one of the rooms on "Modern methods of teaching beginners (a) reading, (b) spelling, (c) geography, (d) language, and (e) the elements of arithmetic." In another room, the topic being "What are some of the problems which confront the teachers of music in our schools, and how are we meeting them?" a paper was read which had been prepared by Miss Hannah A. Babcock, Director of Music in the New York City Institution. on the sub-topic, "A greater degree of thoroughness in the study of music," and Mr. John W. Bitzer, teacher of piano in the Ohio School at Columbus, led the discussion.

At this hour I attended the round table on "What should the public reports of the Superintendents of our schools contain, in addition to the official requirements, in order to make them of the greatest value to the work at large." Mr. J. J. Dow, Superintendent of the Minnesota School at Faribault, who was not present, had sent a paper to be read, but it was not forthcoming at the moment, and it was read in the general session next morning. Mr. Lucas, Superintendent of the Arkansas School, having remarked that he always kept the reports of the Ontario Institution in a handy place for reference, I was asked to conduct the

round table on this topic.

I said that the first point to consider was the various classes of persons who might be expected to read the report, so that something of particular interest to each reader might be provided. For the Minister of Education, the officers of his Department, the members of the Legislature who voted money for the maintenance of the school, and for the taxpayers who paid that money, it was necessary to supply full statistical information regarding attendance, receipts and expenditures, etc., together with an outline of the courses of study, the work undertaken and accomplished. Some of the items, such as reports of entertainments in the



school, would specially interest parents of the pupils taking part, and ex-pupils of the school. Letters from ex-pupils recording their successes or failures in the various lines of industry, were of value to present pupils. Letters from pupils' parents. describing their satisfaction with their children's treatment and progress, would influence other parents who dreaded to entrust their own blind children to the care of strangers. The results of experiments in connection with the literary or industrial work, embodied in the annual report, would be useful for the guidance of the superintendents of other schools, especially to new men coming into the work. In this connection I advised the printing of plenty of copies of the report, so as to permit a full exchange list, and make it possible to supply reports to all applicants for them. The latest report of the school was a good thing to send to the parents of any blind child whose name and address reached the office of the Superintendent, and I made it a point to send the reports of the Ontario Institution to every Institution, school and workshop for the blind in America, Europe, Africa and Australia, not from motives of benevolence alone, but with the hope of receiving reports in exchange from which I could cull information or suggestions which would be useful to our own school. In answer to the question where I obtained so much material for my annual reports, I explained that I collected everything in sight during the whole year, and always had much more than I could use within the limits prescribed by the Minister of Education.

The first general topic at the session on Friday morning was "The physical well-being of the blind," with papers by R. R. Pratt, Superintendent of New Mexico Institute for the Blind, Alamogordo, on "The importance of ample playgrounds and of free and directed play in the education of the blind"; by John D. Gregory, Athletic Director, Kentucky Institution for the Blind, Louisville, on the same topic; by Miss Myra H. Embree, teacher in the Pennsylvania Institution for the Blind, Overbrook, on "Supervised play for blind children," and by Miss Anne Rothwell Stewart, Director of Physical Culture in the Maryland School for the Blind, Baltimore, on "Corrective Gymnastics." An interesting and lively discussion followed the reading of these papers. The chief difficulty seems to be that those in greatest need of gymnastic exercise are most averse to taking it.

The second general topic at this session was "The problems of adolescence and how to meet them in our schools," with papers prepared by Dr. C. F. Fraser, Superintendent of the Halifax, N. S., School for the Blind (who was not present), by S. D. Lucas, Superintendent of the Arkansas school, Little Rock, and by Miss Ada Turner, teacher of Physical Culture in the Wisconsin school, Janesville. At

no time or place have I heard this difficult topic handled so ably.

Miss Laura B. Garrett, Field Secretary of the Maryland Society of Social Hygiene, gave an address on "Social Hygiene Work in Baltimore," one of the leading points of which was that the time for parents to answer embarrassing questions propounded by their children is when the questions are asked, and that it is much better for the parents to impart information on delicate topics in a plain, truthful, matter-of-fact way than for the children to acquire distorted ideas from other children.

At the afternoon session, Mr. Lucas was elected President of the Association for the next biennial period and the hearty thanks of the delegates were conveyed by resolution to Mr. and Mrs. and Miss Lucas for the kind hospitality extended

to those in attendance.

In company with about twenty-five of the Superintendents I took train for Louisville, Ky., where we were the guests of Mr. and Mrs. Huntoon on Saturday.

The forenoon was spent in a careful inspection of the American Printing House for the Blind. In the afternoon there was an automobile trip through the city, and a meeting of the trustees of the Printing House, the following resolution

being adopted by a majority of one vote:

"Whereas, about forty (40) per cent. of the pupils enrolled in the schools for the blind in the United States are regularly and officially using books in Braille, therefore be it resolved that an equitable proportion, namely, forty per cent. of the subsidy fund devoted to the preparation of embossed plates by the American Print-House for the Blind be devoted to their production in the American Braille system."

OTHER CONVENTIONS.

Among the other conventions of workers for the blind, which I was invited to attend, was the thirteenth Congress of Teachers of the Blind, held at Vienna, July 25th to 30th, 1910. This Congress had not met in Vienna since 1873, and great preparations were made to promote the success of the occasion. From the meagre reports which have reached me I infer that the Europeans are in advance of the Americans in their treatment of the industrial side of the question, and they also more fully recognize than we do the obligation to provide for the comfort of the aged and adult blind. Thus we read that the Vienna Institution, founded in 1804, which "was and is in the first instance devoted to the instruction of blind children, has in the course of time widened its working arrangements and has appropriated all the improvements of modern blind institutions. The present institution, as it has developed through a century, supplies, for example: 1. The instruction and education of the blind; this is done in specially equipped institutions and schools for the blind. 2. After-care for the adult blind, who as laborers, mechanics, piano-tuners, musicians, etc., endeavour to earn their bread, and 3. The maintenance of blind invalids, those unfit for work and weakened by old age, in institutions adapted for them, where their necessities will be duly considered. From the cradle to the grave, shall the blind be helped, without ever trespassing upon their self-dependence, without offensive guardianship and without any compulsion."

From the report of another convention in Switzerland I make a couple of extracts:

The sixth annual report of the Swiss Central Union for the welfare of the Blind contains an account of the third general meeting of the Union, held at Zurich, October 9th and 10th, 1909. Most of the report is in German, but two of the addresses, delivered and reported in French, are of world-wide interest. Dr. v. Speyr, oculist, of La Chaux-de-Fonds, spoke as follows on

AVOIDABLE CAUSES OF BLINDNESS.

Ladies and Gentlemen,—Our Committee has done me the honour to ask from me a short address in French and I have believed it was not my duty to decline this task, although the idiom of Moliere is not my mother tongue. The choice of my subject rests upon the avoidable causes of blindness, with the idea that the devotion which you all show in respect to the blind will induce you to also interest yourselves in these questions; and you all know that prophylaxy is the best part of therapeutics—that it is better to prevent evils than to cure them.

When one finds himself in the presence of a blind person one easily infers that a mournful fatality has accomplished its work, that nothing could have saved

this unfortunate from his sad lot. However, in looking at it more closely, or in examining the statistics of the blind, how many do we find whose sight—the use of the most precious of the organs—could have been preserved. It is sometimes the sad influence of a bad heredity that should have been removed, sometimes extended care that should have been given in time, perhaps in the first days of life; sometimes still a simple imprudence that ought to have been avoided.

You see from this, ladies and gentlemen, that the means of preventing blindness, in the measure of possibility, are almost as varied as the different causes of

blindness themselves.

A special form of amaurosis is due to pigmentary retinitis—that is to say, to a mild degeneration of the nervous elements of the retina. In establishing statistics of this grave and incurable affection, we find in a relatively considerable number of cases the consanguinity of the parents. Although this malady itself, once declared, may not be susceptible of cure, or only of amelioration, we can strive against it by preventing by law marriages between first cousins. It is by an analogous prophylaxy, by advice well meant, but often badly received, that we can direct our efforts against strong hereditary myopia and its formidable consequences, such as the detachment of the retina.

It is the same with certain infections by chronic evolution like tuberculosis and others, where the prophylaxy ought to begin with the parents and could limit

in a large measure the number of hereditary affections.

Passing from the cases of blindness, whose origin goes back to the parents to those which are acquired by the patient himself, we find there as an intermediary example the loss of sight by ophthalmia of the new-born, which in past times above all furnished a formidable contingent of blind. You are not ignorant, ladies and gentlemen, how that has changed, thanks to the Crede process, which consists of instilling a drop of a solution of nitrate of silver into the eyes of the new-born as soon as possible after birth. By this prophylactic measure, at once so simple and so efficacious, thousands and thousands of eyes have been saved and ophthalmia of the new-born, very frequent as it was formerly, has become much rarer. The young blind who owed their fate to this terrible malady, and who formerly filled the asylums for children, have given place to others whose blindness is occasioned by unavoidable causes. This is then a typical example of the enormous influence which prophylaxy and hygiene can exercise upon the number of the blind.

There is another not less evident, that is, the very considerable diminution, one can almost say the disappearance, of cases of blindness caused by smallpox. This terrible scourge, which formerly decimated the populations of Europe, and which deprived of sight a great portion of those to whom it left life, has become a rarity in civilized countries, thanks to the introduction of vaccination, of which the immortal merit belongs to the English physician Jenner. In regions where vaccination is less general than in Central Europe, the number of the blind who owe their infirmity to smallpox is still enormous, and it is certain that this dangerous malady and its consequences would again rapidly win territory among us if we neglected vaccination, as is advised by its opponents. It is deeply regrettable that there always exist people so badly instructed that they combat this hygienic institution of the first order, and it is a duty so much the more imperative of the true friends of the people to strive everywhere and on every occasion for the propagation of vaccination and its obligatory introduction. You will thus render, ladies and gentlemen, a service to the great and noble cause of public hygiene, and you will work also to always more restrict the number of the blind.

Another epidemic malady which, without making the ravages of smallpox, often causes the loss of one or the two eyes, if it leads not to death, is the diphtheria. Here, again, we are armed by a serum analgous to the vaccine; it is true that it operates here in the majority of cases with an effect rather curative than preventive, but the results of the anti-diphtheritic serum in cases where the entire cornea threatened already with total destruction is restored to the normal state, are not less surprising and numerous; eyes destined to blindness have been thus preserved to sight.

A last epidemic malady, finally, trachoma or Egyptian ophthalmia, probably introduced into Europe by the armies of Napoleon First, attacks human eyes exclusively and often leads to the total loss of sight. Very prevalent in the South of Europe and in Russia, where it continues to find numerous victims, this formidable malady is happily still almost unknown in Switzerland. It is very probable that it is to the influence of the climate that we owe our immunity against this scourge in the prophylaxy of which individual cleanliness plays besides a great role. We have not, however, the advantage of an absolute and eternal guarantee against this malady, and the immigration of Polish and Italian workmen could on occasion give rise also among us to the hatching of an epidemic of trachoma more or less widespread. As this danger is not entirely excluded, the Association of Swiss oculists has been occupied this spring with preventive measures which there might be occasion to use.

You see the importance of contagious maladies for ocular affections being able to lead to the loss of sight; I could continue the list by the enumeration of other infections less dangerous for the eyes, but not to abuse your attention I will mention only in passing the measles, the consequences of which often manifest themselves by chronic and grave inflammations of the eyes, against which a rational hygiene can strive with success. The cerebro-spinal meningitis epidemic, which has made its appearance among us these last years, especially in the schools of recruits, leads to blindness by atrophy of the optic nerves in a great share of the cases. Here, again, it is well ordered hygiene that will preserve us at once from the terrible malady and its sombre consequences.

Although less evident than in the epidemics and contagions of which we have just spoken, the share of general hygiene is but little less important and salutary in other directions. We could give an account of it in the frequent manifestations of scrofula. This morbid state, which may be considered as the first stage of tuberculosis, is encountered especially in the child-beds of the population, where unfortunately the hygienic conditions are in general bad, where poverty involves the lack of nourishment and is associated so frequently with the lack of air, of light and of cleanliness. This is good territory for scrofula; it is here that we find thin, anemic and sickly children, whose eyes are so often attacked with acute or chronic inflammations which, scarcely healed, recommence. And each attack of the evil can be more severe than the preceding; if it has begun by the conjunctive, as is generally the case, it can still be completely healed without leaving traces, especially if the hygienic conditions of the little patient are ameliorated. In other cases on the contrary, and they are unfortunately very numerous, the cornea is attacked in its turn, ulcers are formed and heal only in leaving after them scars under the form of white or grey spots more or less thick and more or less wide, which, according to their position, can gravely compromise the sight. And as scrofula very often attacks the two eyes, the consequences are so much more grave and create a condition which nearly approaches blindness. There is here a vast field of activity for hygiene, as well to cure scrofula as to prevent it. And outside

of the efforts made in the interest of the healthfulness of the apartments and of the amelioration of the nourishment, I will recall only the excellent influence of a humanitarian work of the first order: I have named the vacation colonies, the idea of which started in Zurich, thanks to the initiative of Pastor Bion, whose

memory we still desire to honour here.

Social hygiene and personal hygiene ought to march hand-in-hand. If the first is called to render great services, especially to the indigent population and to infancy, the second cannot be neglected with impunity by any individual, whether he be rich or poor, young or old. It is particularly in the domain of alimentation, and more especially of drinking, that many faults are committed to the prejudice of health, and of the sight in particular; I recall to you the doubly mournful influence of alcoholism upon the individual and upon his descendants. There exists a special form of inflammation of the optic nerve, which is caused by alcoholic intoxication, and which can lead even to complete blindness; the same malady threatens also strong smokers, the more so because they often abuse the two poisons at the same time.

I will not dwell upon other vices which can have an effect quite as deleterious upon the body and the sight, and I will keep you longer only to refer to some ocular affections in which personal hygiene and therapeutics can exercise a salutary influence and prevent blindness. The most widespread and the best known among them is myopia. Inoffensive enough in its lower degrees, it constitutes a great danger when it passes a certain limit; it is then easily complicated with grave inflammations of the back of the eye and with displacement of the retina, of which you all know the bad sign. In following hygienic counsels, which it would take too long to enumerate here, it is often possible to stop the progress of myopia or to divert the deleterious complications.

Another ocular malady, rarer and much less known than myopia, although still more grave, is glaucoma, in which the eye becomes too hard. This affection, concerning which we owe several important works to Dr. Haab, Professor of Ophthalmology at Zurich, begins most often in an insidious manner, without pains or other alarming symptoms than a mild and progressive diminution of the sight. If the malady is left to itself it leads with a more or less long delay to the complete loss of the sight, most often of the two eyes, while a rational and energetic treatment succeeds in putting a stop to the evil in a great number of

cases.

The third of the ocular affections of which I would yet say a few words is the chronic suppuration of the lachrymal sac, due generally to an obstruction of the lachrymal passages. This malady has not a great importance in itself and does not directly threaten the sight; but it none the less constitutes a permanent danger for the eye. It acts as a constant source of pus, and it is sufficient in these conditions from a very slight wound of the cornea that pus should enter there and create an abscess which leads often to a definite loss of the eye attacked. This danger can be completely averted by energetic treatment, which will often consist in the extirpation of the lachrymal sac; in no case should this affection be neglected, especially not among workmen who by the nature of their occupations are exposed to superficial lesions of the eye.

This brings us to wounds of the eyes; if there are any of them that it is necessary to consider unavoidable, as in cases of superior force, there are many that could and ought to be avoided. You all know, ladies and gentlemen, how often a firing for joy on the occasion of a wedding, or of a patriotic, or even of a religious fete, makes victims whom it is too late to deplore after the shot; it would

be, if not easy, in every case urgent to strive against this stupid habit, and my venerated master, Professor Mark Dufour, and my friend, Dr. Gonin, have the merit of having among the first striven against these customs of another age. It would certainly be desirable that the Association for the Welfare of the Blind should address itself in this sense to the public by means of the newspapers.

Other accidents not less frequent and quite as dangerous for the eyes are caused by cartridges which adults do not handle prudently enough, or children find and regard as an interesting plaything. Another source of accidents of this kind is the whip, which is found in the hands of a brutal coachman or of children who amuse themselves; the result is often an irreparable displacement of the retina,

or, as has been observed especially among horses, a traumatic cataract.

You know, ladies and gentlemen, that certain perforating and infected wounds of the eye can give place to a very grave inflammation of the other eye, sympathetic ophthalmia. This dangerous malady, which generally leads to the total loss of the second eye and complete blindness, can often be averted only at the price of the removal of the wounded eye; there is no other sure means to prevent sympathetic ophthalmia; but this is less to be feared if the wounded eye has received at once, soon after the accident, proper care and antiseptic treatment. Antisepsis and asepsis, to which modern surgery owes its great eminence, have besides had a most happy influence upon the branch which interests us specially; not only do ocular operations offer many more chances of success since the danger of a grave infection is almost excluded, but the suppurative inflammations of the choroid which proceed from a focus of infection in another part of the body and terminate by the loss of sight, have practically disappeared thanks to the introduction of asepsis in surgery and obstetrics.

Ladies and gentlemen, I thank you for the attention that you have kindly given me until now; I dare not abuse it longer, and I conclude by saying that numerous cases of blindness, due to imprudence and ignorance, could be avoided; the societies for the welfare of the blind ought to enlighten the public upon this

subject and warn it.

Dr. Gonin, oculist, of Lausanne, said: Since I am asked to speak, I may be permitted to emphasize some points which my friend, Dr. de Speyr, has treated rather hurriedly in his interesting exposition. Among the wounds to the eye that could be avoided among children it is necessary to cite perforating wounds by the point of a knife or of a pair of scissors; the precautions to be taken to reduce the number of these accidents consist, firstly, in teaching children that in cutting a string or a stick they ought always to hold the tool this way and not that way—that is to say, that the child should not cut holding the knife towards him, but always away from him. My children do not yet know how to speak, when they know, to show by a gesture, this fashion of cutting a string. The second useful precaution is to furnish children only with knives or scissors with the point rounded at its extremity; the cutlers furnish those which in this respect are without danger.

The number of accidents from shooting could be as greatly diminished. We have not proper statistics, as my colleague de Speyr believes. In a letter to the newspapers I have confined myself to making the authorities attentive to the necessity of forbidding the shooting with boxes or old cannons, as is practiced in our rural districts on every occasion, with the sole object of making noise. Very often a wedding or an anniversary is ended as sadly as a funeral by a catastrophe which costs the life or the sight of one of the participants. At the stroke of midnight of 1900 a young man of Lavaux thus lost his two eyes. Sad fashion of com-

mencing the first year of the new century. It is not only upon the authorities, but also upon the young married people or the deputies in honour of whom the firing is done, that the responsibility for these accidents falls, for they ought to oppose celebrations as useless as dangerous.

The third point upon which I would insist is of very great importance, but it is willingly left in the shadow, for it is not always easy and it is never agreeable to speak of it. But should one decline to speak of the dangers of alcoholism on the pretext that drunkenness is a thing repugnant, and that one can find more elegant subjects for conversation? Or if the question is of an evil more grave still than alcoholism, by its influence upon heredity, and notably upon hereditary blindness, I will speak of venereal maladies to which my friend de Speyr has made only a discreet allusion. It is in this domain that the most useful and the most necessary prophylaxis could be exercised. Much is said of prophylactic measures against blindness of the new-born and they cite as such the immediate disinfection of the eyes after birth, and the obligation of the midwives to call a physician as soon as suspicious symptoms are manifest. That is very well, but that is already more than prophylaxis, it is the beginning of treatment against the malady already existing, for (it is too often forgotten) ophthalmia is not acquired by the new-born, it is transmitted to it by the mother, who most often takes it from the father of the child, and it is consequently with the father and not with the child that it is necessary to seek the origin of the evil.

Ah, I know it, when the physician sees himself in the presence of an ophthalmia which threatens to destroy in a few days the cornea of a child, he attacks the most present danger, the most immediate indications, and the teachings to give to the father upon the first cause of the evil appear to him as unseasonable as the speech of the master to the child who is drowning; when the cure has been obtained he believes it useless to come back to a disagreeable subject; if on the contrary the treatment has not prevented blindness, it appears to him cruel to add to the affliction of the parents the pitiful feeling of their responsibility for the misfortune of their child. I have myself acted in this fashion until the day in which I understood that there was a certain cowardice in doing so, and that, by his neglect to warn the parents, the physician himself incurred a good share of their responsibility. In admonishing the mother, one engages her to follow a treatment which will hinder her from transmitting ophthalmia to a second child; the warning given to the father has less immediate usefulness, but it has a social importance much greater, for it contributes to react against the idea still too widespread that certain "sins of youth" do not bring their harvest of consequences, and that we need not exact from a young man who gets married a past as spotless as that of his bride. I have discovered upon this point a lack of conscience truly extraordinary among fathers of families who charge it to the poor, innocent mother, to the midwife or to the physician, in place of accusing themselves, the true guilty ones, for the misfortune happened to their child. It ought to be done, for I believe it is one's duty to tell the whole truth, however hard it may be, for if the evil already done cannot be repaired, one can, to some extent, hinder it from being repeated. I am pleased to believe in short that a man whose child has become blind through his fault will lose no opportunity to warn his younger brothers, his friends, and later his own sons of the responsibility which they incur in giving way to certain distractions upon which public opinion is still too indulgent, but of which the consequences may have a terrible gravity. The Vaudois Society of Physicians has circulated a very useful pamphlet, having for title, "Advice to mothers who do not wish their children to become blind." There is now great





need of a pamphlet entitled, "Advice to fathers who do not wish their children to become blind." In reality such publications already exist under titles a little different, and it is by making them better known that we shall accomplish a work of good prophylaxis. I will confine myself to specifying from among many others the brochure of Prof. Herzon, published in several languages; that of Dr. Good, translated from English into French, and the discourses addressed to the students of Zurich by the venerable Prof. Heim.

This is, gentlemen, what I had in my heart to say to you, and I hope that you will pardon the slightly brutal freedom of my words, having regard to the necessity of action more open and more courageous in the line that I have indicated to you.

THE KINDERGARTEN.

The disinclination of parents to permit their blind children to come to the school at an early age is less marked than in former years, and the result of this desirable change is that the Kindergarten class is growing in size. Miss Lee reports that she had thirty pupils enrolled during the session, and all but two or three were taught spelling, reading, Scripture and arithmetic during the morning hours, while twenty of them were given Kindergarten work—songs, games, etc. in the afternoons. Most of these children were also taught the geography of Ontario by Miss Kavanagh. On the whole the Kindergarten children were quite successful in manipulating the blocks in the gift lessons, and in picture sewing, mat weaving, paper folding, chain making, raffia work, clay modelling and many other occupations, while they derived much benefit from their songs, games, stories and memory exercises. Each week a new topic was introduced, touching on the season of the year usually, through a song or story, and the thought was carried out through their occupations as nearly as possible, then ending on Friday afternoon with a reproduction of the whole through clay modelling. It is astonishing to see what these children can produce when given free play; and, as has been said in previous reports, they compare favorably with seeing children in most occupations, and the benefit these little afflicted children derive from Froebel's great thought in introducing the Kindergarten system to the world is even threefold greater than to the children blessed with sight. As soon as a child can use his delicate little hands to some purpose, he is promoted to the writing class, where he is taught to write with pencil and paper.

KNITTING AND CROCHETING.

Forty-one girls received instruction in knitting and thirteen in crochet work. Miss Haycock reports that, as usual, some of the more advanced pupils returned from vacation with orders to be filled. One made a large golf coat, another a shawl, and others mittens and gloves. It has been found that by allowing the pupils to have a financial interest in their work they accomplish more than they would if they had just what is called class work to interest them. The junior class made good progress, as the younger pupils were very anxious to finish their mittens, or bootees, to take home to show what their little fingers could do. This class, with the exception of one or two pupils, is under the direction of Miss Burke. Very encouraging letters have been received from ex-pupils during the session, telling of the orders they have filled, and asking for other patterns to go on with more work. The pupils spent considerable time making articles to be

shown at the Toronto Exhibition. The goods exhibited last year were given to the pupils who made them, on payment for the materials used, and thus nearly enough was obtained to pay for the wools used in the class-room.

SEWING AND DARNING.

Thirty-two girls were instructed in sewing and twenty-five in darning, though the time that some of them could devote to this branch was curtailed by the engagements of the pupils in the literary, music and gymnastic classes. Miss Cooper reports that she was pleased with the interest manifested by the girls. Many pretty and useful articles were made for the pupils themselves, in addition to all the plain sewing for the Institution. Among the products of this department were 24 glass towels, 5 garments made over, 129 garments mended, 19 aprons made for the Sloyd room, 13 dish towels, 43 dusters, 22 roller towels, 235 bath towels, 48 sheets, 4 blouses made, 154 pillow cases, 8 hammock pillows, 5 hair bags, 4 clothes bags, 5 bead baskets (lined), 1 boy's shirt made, 9 girls' drawers, 1 underskirt, 2 night dresses, 9 girls' dresses made, 1 stocking bag, 2 fancy bags, 21 fancy aprons, 3 underwaists. The sewing department exhibited full lines of work at the Toronto Exhibition and at the Montreal bazaar.

BEAD WORK.

Twenty girls and twenty-two boys were instructed in bead work by Miss Cronk and twelve girls by Miss Hepburn, a pupil-teacher. Among the articles made were 5 electric shades, 24 round work baskets, 3 oval-shaped baskets, 1 three-cornered work basket, 21 square baskets, 4 handkerchief boxes, 1 glove box, 2 whisk holders, 4 brush and comb trays, 2 handkerchief holders, 4 candlesticks, 2 flower pots, 1 jardiniere, 12 match scratchers, 7 match safes, 6 vases, 4 hat-pin holders, 11 hair-pin holders, 4 apples for pin-cushions, 2 pears for pin-cushions, 81 round jewel cases, 7 square jewel cases, 4 watch pockets, 9 purses, 5 hair receivers, 3 three-cornered jewel cases, 1 doll's hat, 3 pin trays, 10 necklaces, 1 bracelet, 27 canoes, 7 egg cups, 5 chains, 1 waste-paper basket, 1 perfume bottle, 35 small round baskets, 335 napkin rings, 94 chairs, 35 cups and saucers, 24 cream pitchers, 6 sugar bowls, 6 teapots, 8 churns. Total 828 pieces. Specimens of these goods were shown at Toronto.

DOMESTIC SCIENCE.

The class in Domestic Science was organized after Christmas, the work being done after school hours in the afternoon. Miss Lee, the teacher, reports that "the work in this department has been carried on much the same as in previous years. The class is still restricted on account of lack of room, and the girls who are privileged to be members seem to appreciate it very much and are never needlessly absent from class. There are always many applicants on the list and many promises to 'be good' if taken into the class. At the close of the session all looked back on a very pleasant, profitable time, and I trust the girls have derived lasting benefit. As in previous classes there were members this year who performed some of the simplest household duties for the first time and thoroughly enjoyed the novelty, as they felt they were doing useful things just as seeing people could do them. On the other hand, there were members (totally blind) who could perform many household duties in the most natural way, and they were delighted also to have an opportunity to learn how to cook something new. Lessons in the usual list of soups.

fish, meats, puddings, pastry, cakes, scalloped dishes, omelets, biscuits, etc., were given and turned out satisfactorily, much to the enjoyment of the class at the close of a lesson, for when pupils are in a boarding school a light lunch between meals is always much appreciated. A lesson in domestic science does not consist in cooking something good and eating it, but the pupils must be shown how to economize and get the best out of everything. Then there is the washing up and scouring of pots, pans and sink; the sweeping and dusting, the scrubbing of the kitchen table and the cleaning of the stove. All this is usually performed in the most cheerful way, thus showing how happy the girls are becoming useful in this as well as in the other departments of the school."

Reading Mr. Allen's description of the Cottage system adopted at the new location of the Perkins Institution, near Boston, I have been impressed with the idea that the best training in Domestic Science would be obtained under the plan of having the pupils do a large share of the regular housework in the cottage which is their home during the years of their school life. But some of our girls become useful at home, notwithstanding the limited training they get in domestic science at this school. Thus an ex-pupil, sending an order for beads, writes: "I think you will be interested to know how my time is spent. The work I do is chiefly house duties-washing, scrubbing, ironing, dish-washing, helping to churn, helping some in cooking. As for polishing stoves, it seems difficult; I never do any more than the top and damper, as more sight is required than I have, although perhaps patience is all that is needed. It was my delight to husk corn in autumn. Since I left school I always try threshing our beans and succeed so well that it seems satisfactory to all. I just have a way of my own. I think you would laugh to see me. When my sister was ill, I managed to get the work done very well. I exhibited my bead work at the township fair, receiving first prize, the honour being due to the skilful teaching at the O. I. B."

WHAT A BLIND MAN CAN DO ON A FARM.

At the Boston convention of Workers for the Blind, in 1907, there was a discussion on the employment of blind men at farm work. One of our pupils—a young man of eighteen—having been absent from the school for a year, during which time he sometimes mentioned in his letters to me that he was helping on his father's farm, I asked him after his return to the school to tell his fellow pupils what he could do on a farm. The address he delivered is given below as nearly as possible in his own words. The name of the pupil is Orville Frayne, his age

eighteen years.

"As Mr. Gardiner has asked me to tell you what a blind man can do on a farm, I thought it was best to tell you what I have done, and I think any blind man can do what I have done. When I arrived home a year ago last June, it being one of the slack seasons on a farm, I did not have very much to do at first; after a few days I became very busy. I would get up in the morning between five and six, and go back to the pasture field and help to bring the horses up to the stable, water, and feed them hay and oats. Then I would clean the horses off and harness them; then go and turn the milk through the separator; then have my breakfast. After breakfast I would feed the calves, hens and pigs, and take the cows back to pasture. On some days I carried water to the house, churned, or operated the washing machine. In the middle of the forenoon I would take a pail of fresh water and a lunch to the men who were working in the field. Then I would clean the stables and fix up some feed for the pigs. About eleven o'clock I fed all the stock



for noon. Then I would go on horseback and call the men to dinner. In the afternoon I cut weeds and thistles in the fence corners, or was employed washing the buggies or cleaning the harness, or cutting and splitting wood. I also had the job of hostler; if the horse and buggy were to go away I always hitched the horse to the buggy and unhitched it when it returned. At night the chores were all to do again, such as feed the hens, pigs and calves, pump water for the horses and cattle, milk the cows, turn the milk through the separator, and take the horses back to the pasture field. When having time came, I helped to cock the hav and levelled the hay in the barn. I also assisted in running the hayfork. In the harvest I pitched back on the grain stacks. When the potatoes were picked I carried pails of potatoes and emptied them into bags, while others picked them up. When the corn was cut I helped to stack it; then I helped to pull and top the mangels and turnips. In the fall and winter I was kept busy doing the chores and keeping the house supplied with wood and water. Part of the winter I was husking corn, and sometimes I was in the bush cutting cordwood. In the spring when we were marketing our grain, I cleaned it all by turning it through the fanning mill. At that season I always took much pleasure in riding horseback, so as to give the horses lots of exercise. As a little side line I bought several settings of hens' eggs, with which I had good luck, for about 85 per cent. of them hatched out, and when they were ready to sell I realized a good profit on them. My small experience in the chicken business taught me that it would be a good line for any one to follow, as there is always a good market for the chickens and the eggs. In telling you what I have done on a farm I have tried to show you that, while a blind man cannot do everything on a farm, still he can do a great many things, and most of these things he can do as well as a person with sight."

WHAT A BLIND WOMAN CAN DO.

To get the other side of the story, I asked Miss Maud Dunlop to address the pupils at the conclusion of Orville Frayne's speech. She said, substantially:

"The work in the farm house differs very little from the work in the city house, except that there are more pans to be washed in the country on account of the milking and churning and the feeding of the poultry. Though the care of the poultry is not actually a branch of housework, the good housekeeper in the country would feel that she had neglected something if she did not personally look after the chickens, geese, ducks and turkeys. Notwithstanding my blindness I can wash and dry dishes, arrange and put them away in the cupboard or pantry; I can keep the pantry neat, put clean papers on the shelves, and scrub the table, the shelves and the floor whenever this is needed. I can lay the cloth and set the table for any meal; when the meal is ended I can clear the table and put the victuals away. I can clean, prepare and cook any vegetable, preferring those which have to be peeled to cabbage, which has to be cut, and celery, which often requires a little light scraping to remove any little specks; but if there be no one else to do it. I can and would prepare either or both of these vegetables. I can scrub, and though I may often rub a little harder than is really necessary, or take longer to do them than sighted persons take, I can wash and put the clothes out to dry. I can iron any of the plain clothes, but feel rather backward in trying the starched clothes. I can bake bread. This is now more of a custom in the country houses than in the city houses, but even in the city a person may take a longing for homemade bread, and set to work to make some; also cakes and biscuits, and even pies if some are needed, and there is no one else to do it. I can make the tea or coffee, or cocoa, and pour them out. I can brush off the stove and I can light the fire, and light and clean the lamps. I can make the beds and tidy and keep in neat order the bedrooms. I can dust and shake out the mats, beat the carpets in house-cleaning time, and clean the windows in an emergency. I can peel and prepare fruit for canning or preserving, clean currants or berries, put the sugar on them when they are in the preserving kettle, and though I would rather that some one else should do it, I can fill the cans when the preserve is ready. I can close the cans and put them away. In a word, I can do almost anything in the home that any other girl with her full sight can do. I admit it may take the blind person a little longer to do some things than a sighted person would take at the same work, but when the work is finished it will be found to be done just as well, and in many cases much better, by the blind girl than by the sighted one. We are so anxious to do our work so well that we do it with extra care. There are a few things around the house that a blind girl cannot do well, but these are very few."

WILLOW SHOP.

Eleven boys were instructed in basket-making and twelve in cane chair seating. The former is the more important of the two industries, and most of the teacher's time was devoted to it. The willow crop on the Institution farm is better than usual this year, and with the new system of boiling instead of steaming, the peeling is more easily accomplished and the willow turns out in better condition. The product of the shop includes clothes baskets (square and oval), soiled linen hampers, waste paper baskets, root baskets, butter baskets, buggy baskets, market baskets and picnic baskets, specimens of all of which were shown at the Toronto Fair. Three of the young men—all from the Ottawa district—left the shop to go into business as basket-makers. The Lanark Era contains the following reference to one of them:

"Three years ago James O'Donnell lost his sight by an explosion which took place at the Cobalt Central silver mine. Such an accident was enough to daunt the heart of any but the most courageous. He was a young man with long years before him, and to become deprived of the most desirable of all the senses inclined him to look upon the future with uncertainty and perhaps a sense of fear. after his dismissal from the hospital where he had gone to receive treatment, he enquired round about him for the best way to employ himself. The Brantford School for the Blind offered some hope, inasmuch as there he might receive instruction in some direction that in the future would assist in earning a livelihood. He applied for admission, was received into the Institute, and in the space of fifteen months had acquired the trade of basket making. That he was able to accomplish as much in a little over one year speaks highly for his industry and close application to work. Coming home he opened a shop back of the town hall, where every day he may be found engaged in his interesting work. A visit to his shop is very instructive, for one not only receives initiation into the art of willow weaving, but he also is entertained with Mr. O'Donnell's description of the life and the work at the Brantford Institute. His shop is spacious and clean, with stands of willow and piles of baskets neatly arranged around the walls. He sits at a bench in a corner of the room, and close at hand are the tools of his trade, and the iron shapes upon which he frames and fashions the baskets. These are of diverse shapes and many sizes. Here is a market basket-large, clean and strong, its dimensions suited to fill neatly the back of the buggy when Mr. Farmer goes to town. Butter, eggs, or other produce repose in safety inside, and the merchant's eye beams when

he views the clean package used in the carriage of these. There is also a large size for use when Monday comes round and the good wife wrings out her washing, later to pin it on the line. Baskets for roots, baskets for soiled linen, baskets for fancy work are here, and one is astonished at the reasonableness of the prices asked. This latest novel addition to Lanark's industries is one that strongly appeals to the public."

HAMMOCKS AND SLOYD.

Twelve boys were instructed in hammock-making, and ten worked in the sloyd department, all under the care of the same teacher. The hammocks, specimens of which were shown at the Toronto Exhibition, are well made, beautiful and durable, but the profit on their manufacture is not large, on account of the competition of machine-made goods. Horse-nets and tennis nets are also made.

In the sloyd room the boys learn to handle tools with safety and efficiency. It is not assumed that a blind boy can learn the carpenter's trade so as to make a living at it, but handiness with tools will prove useful to him in the piano-tuning trade, in basket-making, and in domestic life. To drive a nail, and to use the saw, the plane and the square are accomplishments that can be acquired by the blind, and pupils who have a little sight have already produced many useful and beautiful articles. Among these are blocks, sleeve boards and skirt boards for use in the laundry, salt and soap boxes, key holders, match holders, boxes in cube, handsleighs, meshes for hammock-netting, towel racks, etc. In time the pupils will be taught to sharpen their own tools.

AT THE EXHIBITION.

With the consent of the Minister of Education, we were permitted to display at the Toronto National Exhibition specimens of the products of the several industrial departments of the Institution. The following extracts from the Toronto papers show the impression made upon the reporters by the exhibits:

Globe, September 1st.—"A section of the Exhibition which attracted a good deal of attention yesterday when so many educationists were in attendance was that organized and arranged by the Education Department of Ontario, under the immediate direction of Mr. Clarkson W. James. * * * * Special interest attaches to the exhibit of the Brantford Institution for the Blind and the Institution for the Deaf and Dumb at Belleville. The display of the latter is under the supervision of Mr. and Mrs. Balis, and is a revelation of what can be accomplished under modern methods of tuition by pupils who can neither hear nor speak. No less wonderful are the exhibits of the Institution for the Blind, in many respects the delicacy and finish of the work being equal, if not superior, to that of pupils who have their sight."

World, September 1st.—"It was strange after this to go into the fine exhibit prepared by the Ontario Government under the care of Clarkson W. James, secretary to the Minister of Education, and to find that, however fine the work of the normal school pupils, it was bettered by the pupils of the Institute for the Blind at Brantford, and the deaf at the Belleville Institution. In the department for the blind the work is even more striking, considering that it is produced without sight. Needlework, beadwork, basketwork, canoe weaving and other industries are illustrated in the most beautiful and tasteful way. The methods of instruction are illustrated, and the arrangement of the exhibit reflects great credit on Mr. James."



News, September 2nd.—The itinerary of the News representative was conducted by Mr. C. W. James, secretary to the Ontario Department of Education, and by Mrs. Balis, instructor in the Belleville Institution for the Deaf and Dumb. Mr. James seemed to have no eyes for anything else than for exhibits of the Institutions at Belleville and Brantford. And there is no gainsaying the manual work turned out by the pupils of the schools at these cities for the deaf and dumb and for the blind is astonishingly clever and rivals successfully the work of those in the schools at Toronto, Hamilton and London, who are not afflicted with the loss of their senses of sight, hearing and speech. The manual work of the deaf and dumb, showing the skill of mere tots of five years of age to the finer work of boys and girls up to the age of eighteen, disclosed genuine cleverness in woodwork for kitchen aids. * * *

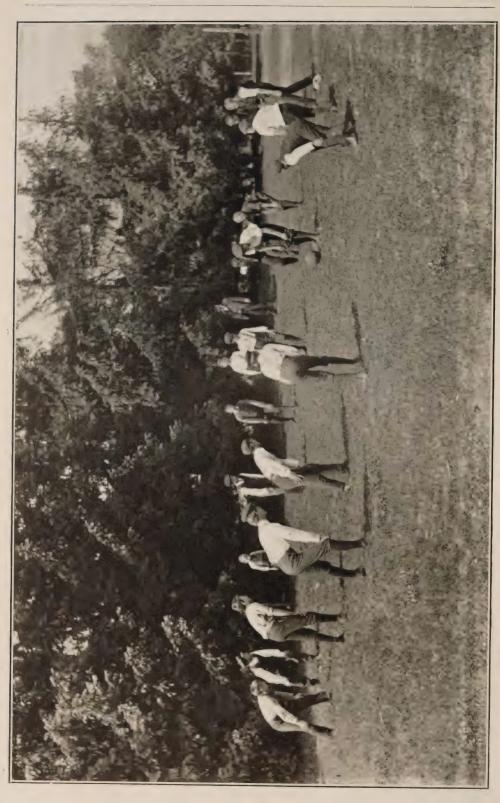
Naturally the exhibit of the Brantford Blind pupils was even more marvellous than that of the deaf and dumb. The striking features were the specimens of book printing and the fine embroidery work, the tailoring, dressmaking, knitted work, and hand-made basket and cane work. But the Brantford pupils displayed great skill in the ordinary media of manual training. In the exhibit of the blind was a 'dissected' map of Canada which Secretary James explained to the News shows the modern method of teaching the blind the topography and geography of their own country. The device is simple, the mountains are indicated by the heads of small hob-nail tacks, the principal cities by stars, and the rivers by indented lines according to the direction of the waters. Mr. James was insistent in holding that the method could be very usefully applied even in the public schools for children with the normal senses; and his contention really appeared convincing."

A collection of articles made in the Institution was sent to Montreal in October, to be exhibited at the Bazaar held under the management of the Montreal Association for the Blind. In returning the goods, Mrs. P. E. Layton wrote: "The work you sent from your school was greatly admired. We could have sold it all over and over again. The bead-work was beautiful. The crowds around the stall where articles made by the blind were exhibited were great, and many expressions of wonder were uttered when inspecting machine-sewn garments. I am instructed by the Board of Managers of our Society to express its warmest thanks for your great assistance in loaning us such a splendid collection of goods. We only regretted that you could not be with us."

The Witness reported that "over \$35,000 (since increased to \$50,000) has been subscribed towards the fund for the English-speaking blind of Quebec Province. The Montreal Association for the Blind is endeavoring to raise \$100,000 by the end of this year, so that the sightless persons of this city may have the same advantages of educational and industrial training as are obtained in other parts of the world. The officers of the association report that generous responses to their solicitations are given. One donation from a poor blind man of \$5.31 bore the inscription, 'All of a blind man's savings.' A little blind boy of St. Lambert has collected \$50 from friends, as well as selling \$50 worth of tickets for the recent bazaar. A blind man in the workshop of the association has collected at night after working all day, \$16 for the fund. This shows the blind are anxious to help themselves."

The little blind boy of St. Lambert is Roy Goldie, a former pupil of the Ontario Institution. He was presented with a gold watch as a reward for his success. On the Sabbath preceding the opening of the Bazaar, "a unique service was held in MacVicar Memorial Church. The whole service was arranged in the interests of the work contemplated for the blind of Montreal. The Scriptures were





read by a blind man, the organ voluntary was played by a blind man, and hymns composed by blind authors, such as the Rev. George Mathieson, the blind preacher in Edinburgh, and Fanny Crosby, helped to make the service of great interest. The church was crowded to its utmost capacity, and the large congregation became interested in the appeal made to them on behalf of the associations for the blind. It was Mr. Flynn who read by the Braille system, the ninth chapter of John, and Mr. P. T. Layton assisted the church organist by playing all the voluntaries. The Rev. J. G. Potter, pastor of the congregation, based his remarks upon John ix., 3. 'Jesus answered, neither this man sinned, nor his parents, but that the works of God should be made manifest in him.' The preacher gave statistics showing that blindness was more prevalent than many supposed. It has been said that one out of every thousand is blind. In Great Britain alone there are over thirty thousand. In the United States, by a comparatively recent census, 58,568 are said to be blind. In Canada they were sufficiently numerous to call for something being done on their behalf. There were institutes at Brantford and Halifax, and one for the French blind in Montreal. The first institution for the care of the blind was founded by Welf VI., in 1178, the second in Paris in 1260. The first for the employment of adult blind was opened in Edinburgh, by Dr. Johnston, in 1793. In 1873 there were 148 institutions in the world. The first institution to attempt the education of the blind was in Paris, in 1783, and the first in the United States was the Perkins Institution in Boston, Mass. The work that the blind could be trained to do was very varied, and in business and professional life they have been eminently successful, and in some cases distinguished. Take, for example, the Rev. Dr. George Mathieson, of Edinburgh; Fanny Crosby, the hymn writer; Ghosn-el-Howie, Helen Keller, the modern marvel, who wrote in a letter received the other day: 'Idleness is the greatest curse the blind endure.' Senator Gore, the brilliant member of the American Congress; Henry Fawcett, the Postmaster-General of England; Heresshoff the designer of ships that have given Sir Thomas Lipton no end of trouble to compete with; Pulitzer, the talented editor of the New York World; Alfred Hollins, the famous organist of Free Church, Edinburgh, Scotland, and Westingholme, the greatest musician in all Britain. Mr. Potter appealed to his congregation with much earnestness to assist the association in the splendid enterprise they have undertaken, for there was no limit to the possibilities in the work of educating and training the blind to become most serviceable citizens in many lines of life."

ATHLETICS.

The usual work was done in the gymnasium during the winter months, and nearly all the pupils went regularly for the after-breakfast walk. Some of the more ambitious boys walked to Paris and back (12 miles) on Saturday afternoons, and the race-tracks with wire guards were well patronized. A new patent swing was provided for the girls, and the boys enjoyed their games of football. Friday, June 10, was field day at the Institution, and a large percentage of the pupils competed in the games, which were conducted under the management of Mr. Wickens, Mr. Roney and Mr. Green at the hundred yards track. On Saturday evening, in the music hall, the prizes were distributed as follows:

Fifty yards race, girls under 10—1, Greta Lammie; 2, Evelyn Henrich. Fifty yards race, girls under 12—1, Teresa Thompson; 2, Mary O'Neill. Half-mile handicap—1, Arthur Ouellette; 2, William O'Keefe. Spoon and egg race—1, Elizabeth Rusk; 2, Ethel Stevens.

Fifty yards race, boys under 10—1, Joseph Smith; 2, James Cotter. Fifty yards race, boys under 12—1, Ion Grills; 2, Sparling Beach. One hundred yards race, girls under 15—1, Mildred Miles; 2, Susan Miller. Putting the shot—1, Harold Elnor; 2, Charles McBride. Three-legged race—1, Roy McCutcheon; 2, Norman McDonald. One hundred yards, boys under 15—1, Fred. Price; 2, Thomas Higgins. Broad jump, boys under 15—1, Thomas Higgins; 2, Fred. Steele. Broad jump, boys over 15—1, Valmore Landriau; 2, Harold Elnor. One hundred yards race, girls over 15—1, Ethel Stevens; 2, Emma Rooke. One hundred yards, boys over 15—1, Roy McCutcheon; 2, Arthur Ouellette.

REPAIRS AND IMPROVEMENTS.

During the summer holidays a satisfactory amount of work was completed both inside and outside of the buildings. The steam service in the new shop and the old shop was altered, the vacuum system being introduced. Additional baths and wash-basins were provided in the main building. An additional bank of shelving was set up in the school-book library, to accommodate the products of the Institution printing office. New book-cases were built in two of the class-rooms. Hardwood floors were laid in three class-rooms. An unused hoist and an unnecessary door-frame were removed from the corridor on the boys' side. New oak treads and risers were provided for the kitchen stairway. All the sash in the main building were refitted, and balanced with new cords and additional weights. The laundry was painted and kalsomined throughout, necessary kalsomining and painting were done in the main building, and the plastering was repaired where needed.

The old board walk leading to Ava Road (girls' walk) was removed and a cement walk constructed in its place. A cement walk from the centre door of the main building to the south door on the boys' side was constructed, which relieves the traffic through the main hall. The crossing to the Lodge was relaid in cement. The boys' board walk was repaired. A new frame and platform were provided for the weigh scales. The shed on the girls' side, where ladders, hose reels, etc., are kept, was raised and underpinned, with new roof, new doors, and painting. Some repairs were made to the slate and tin work of the main building, but this was not completed. Some inside and outside painting was done at the Principal's and Bursar's residences. A short line fence was constructed near Dufferin Avenue and the line fence on Ava Road was repaired and painted.

FARM AND GROUNDS.

The farmer reports that his hay was of good quality; wheat and oats of excellent quality and fairly good yield; rye heavy in the straw, but grain light, owing to the extreme heat in July; corn for the silo better than the average, as the cold, wet spring did not affect our light soil; corn for table use also good; tomatoes an abundant crop and fine quality; cabbage, cauliflower, cucumbers, lettuce and radishes choice; beets, carrots, mangels, turnips and parsnips better than usual; potatoes fairly good quality, but affected by dry rot, which is common in this locality this year—quantity below the average; onion crop small on account of blight; squash and pumpkins excellent; apples a light crop, but somewhat improved in quality.

As mentioned in former reports, the advisability of trying to work a farm, under the circumstances in which we are situated, is open to question. The soil

is poor in quality, a light sand with gravel underneath. Our choice of crops is restricted on account of our proximity to the city; there is no use cultivating things that we know would be stolen. The labor available is expensive and not efficient. Acting on the assumption that our ornamental grounds would be looked after in the spare time of the farm staff, the grounds get practically no attention, except the cleaning of the snow from the walks. The proposed railway and park drive, to cut across the farm, will add to the difficulty of working it advantageously, hence I recommend the restriction of our agricultural efforts to a smaller area and the engagement of one man, during the summer, to care for the grounds. The land thus released could be sold for building lots or for a city park.

BOOKS ADDED TO CIRCULATING LIBRARY.

Jewish Heroes and Prophets, 2 vol. Memory Gems, 4 copies. Treasure Island. Six Select Stories. Hundred Days in Europe. Rebecca of Sunnybrook, 2 vol. Aldrich's Selected Stories, 2 vol. Virginibus Puerisque. New Chronicles of Rebecca, 2 vol. Daily Bread. World I Live In. Uncle William. Miss Esperance, 2 vol. Gentle Reader, 2 vol. Wee Davie and Trap. Footing It in Franconia. Over Against Green Peak. Wooing of Calvin Parks. My Friend Prospero. Song of the Stone Wall. Ten Short Stories, 2 vol. Cheerful Americans.

The new readers enrolled during the year numbered 14. Forty-four persons took out books during the year. Number of books issued 177. Total number of readers on the roll 176. Total number of books issued from the library 2,358.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,

Principal.

PHYSICIAN'S REPORT.

Hon. R. A. PYNE, M.D., LL.D., Minister of Education:

Sir,—I have the honour to forward my annual report for the year ending October 31st, 1910.

During the year the general health of the pupils has been up to the average. There was not the same prevalence of infectious colds as usual, owing, I think, to the more even heating of the building, by the low pressure system installed last year.

One case of diphtheria developed in April on the girls' side. The patient was immediately removed to the City Isolation Hospital, where she made a good recovery. The cause in this case was traced to the pupil's home, from which she had recently returned.

I regret to report that during the year Miss Margaret Walsh found it necessary, owing to cardiac trouble, to resign the position she had long held as teacher among the blind. She will be long and kindly remembered by her many pupils and by those officers who have been associated with her.

Miss Kavanagh, who found it necessary, owing to temporary debility, to be relieved of her classes for part of the term, has returned fully recovered.

Mr. D. Green contracted typhoid fever during the vacation and was unable to return for the opening of the session. He has since returned in perfect health.

Most members of the outside staff were off duty for short periods during the year suffering from temporary ailments.

The case of diphtheria which developed during the year reminds me once again of the unnecessary anxiety and danger in such cases, owing to not having room on the girls' side of the house for a suspect ward.

I have the honour to be,

Sir,

Your obedient servant,

J. A. MARQUIS.

Brantford, November 2, 1910.

OCULIST'S REPORT.

To Hon. R. A. PYNE, M.D., LL.D., Minister of Education:

Sir,—I have the honour to report the results of the annual examination of the pupils' eyes.

I examined forty boys, thirteen of whom were new pupils, and thirty-nine girls, eight new, making a total of seventy-nine; fifty-eight former and twenty-one new. Of these twenty-one, with the exception of three, the sight is very bad, limited in many cases to the power to see light from darkness. Three are able to read some, but not enough to permit of their attending Public School.

It is regrettable that only nine out of this number are under the age of fourteen, although fourteen of them were blind since before they were five years of age. This makes it pretty late for them to be starting their education in the proper way.

A good deal is now appearing in the press about preventable blindness, or blindness due to ophthalmia neonatorum. Four of the twenty-one are here from that cause, two boys and two girls. Two of them are reduced to absolute darkness, and two to the perception of light only. I may say it is the rule to find the sight very badly injured by this disease in the pupils who come to the Institution from this cause.

Of the one hundred and twenty-five pupils now registered at the Institution, twenty-eight (twenty-two per cent.) are here as the result of ophthalmia neonatorum. I cannot conceive of a good reason why doctors and hospitals do not universally and habitually use a method of prevention. If they think the instillation of nitrate of silver severe or troublesome to execute, let them carry a tube of ophthalmic discs of argyrol with them, two of which can be left with the nurse, one to be inserted into each eye after proper cleansing of the lids with water. If all new-born, whether there is any reason to anticipate trouble or not, are treated in this way, I am sure a great many will be saved from a life of blindness.

Of the other causes of blindness from which these new pupils are suffering, three are due to accidents and the most of the rest are congenital conditions.

The condition of the former pupils fluctuates a little, in the main towards improvement. In a few cases I have advised some operative procedure as offering sufficient improvement in sight to warrant interference, particularly as they have nothing to lose.

Only a few pupils required my attention during the year, as nothing of a

serious nature in connection with their eyes arose.

Respectfully submitted,

B. C. Bell.

Brantford, November 1st, 1910.

LITERARY EXAMINER'S REPORT.

Hon. R. A. PYNE, M.D., LL.D., Minister of Education:

Sir,—Herewith I beg to submit my report on the literary department of the Ontario Institution for the Education of the Blind. The examination upon which this report is made was conducted on June 6th to 9th inclusive. Under the heading of Miscellaneous I beg to offer a few suggestions. The following is a detailed statement:

Mr. Wickens' Classes.

Arithmetic.—In this class of six girls and eleven boys very good work was done in addition, subtraction, multiplication and division of fractions and problems involving the use of fractional numbers. Ten problems were given and the marks ranged from 10% to 80%, with an average of 62%.

Geography.—In this class of 11 girls and 12 boys, with a study limit of the British Empire, its products, people, government, etc., very satisfactory answers were received, the percentages varying from 13 to 100, with an average of 73.

Physiology.—This class of 7 girls and 12 boys showed an intelligent knowledge of the limit of study, viz., the nervous system, the results ranged from 40 to 100%, with an average of 85.

Reading.—The reading book used is The Progressive Fourth Reader in the point system. The class consists of 20 pupils, all reading with expression and understanding, except two French boys who have a limited knowledge of English.

Latin.—Sufficient progress had been made in the Grammar to enable this class of six girls and one boy to translate simple English into Latin. The progress here is necessarily slow, owing to the lack of point texts for the pupils. The average mark was 89%.

Bible History and Geography.—This class is a large one, consisting of 25 pupils, the limit being the history of the Children of Israel as found in the Books of Numbers, Deuteronomy, Joshua and Judges. The examination was confined chiefly to the Book of Numbers. The results ranged from 0% to 100%, many taking the higher mark; the average was 88%.

Spelling.—Of a class of 15 girls and 12 boys, all the boys but one made 100%, the average for the class being 91%. The spelling is certainly very satisfactory.

Mr. Roney's Classes.

Arithmetic.—This class of 14 girls and 7 boys showed considerable variation on the following limit: Addition, subtraction, multiplication (tables to 15 times), with easy problems. The marks vary from 0% to 100%, with an average of 74%.

Grammar.—This class of 7 girls and 9 boys show an intelligent comprehension of The parts of a sentence, Parts of speech and Analysis of simple sentences, the marks ranging from 0% to 100%, with an average of 85%.

Geography.—This class of 8 girls and 7 boys have studied the map of Canada and 100 pages of Morang's Geography, the results varying from 35% to 100%, with an average of 81%.

Physiology.—In this class of 7 girls and 8 boys the course includes Digestion, Respiration and Circulation. The pupils are well advanced in this subject, as the following results show, minimum 50%, maximum 100%, average 88%.

Reading.—This class of 6 girls and 10 boys is made up of pupils of different stages of advancement. The reading was from the Primer, First and Second Books of the authorized Readers, printed in point at the Institution. The best reading is done by the totally blind. The average mark given was 82%.

Writing.—This large class of 13 boys and 10 girls had been taught capital and small letters and sentences. The writing was very angular, as must necessarily be the case with the blind in learning to write. On the average it was very creditable, the average mark being 81%.

Physical Culture.—A class of girls was put through a series of exercises in Calisthenics. The marching and exercises were executed in splendid time and the skipping was well done. In marching the step and time were good, but the alignment necessarily less perfect.

Miss Kavanagh's Classes.

Owing to illness Miss Kavanagh was not on duty and her classes were in charge of Mr. Green.

Arithmetic.—Sixteen questions were given to this class on percentage, which is the limit of work. The average mark of 80% shows that the class does good work. One pupil received only 13%, but the others did well.

Grammar.—Nouns, pronouns, adjectives and verbs forms the limit with this class. All received 50% or over, except one girl, the average for the class being 83%.

Geography.—This class of 14 boys and 14 girls had been taught simple definitions, counties and county towns of Ontario and the cities of Ontario. Two pupils were backward and made no marks, but the remainder did very well, averaging 78%.

Reading.—These pupils read from the First Reader and part of the Second Reader as authorized by the Department. The reading was very good, except in the case of those who have partial sight.

Writing.—These juniors are just learning to write. The limit consists of the small letters and figures, and the result was very satisfactory. The pencil writing is not done as rapidly as the point writing.

Spelling.—This class uses the Fourth Grade of the authorized Public School Speller. The average of 91% shows that the work is satisfactory.

Bible History.—The limit is chapters 7, 8, 9 and 10 of the Gospel according to St. Mark. Two pupils were not examined, as they were not taking the course, owing to the fact that they were preparing for confirmation. The remainder averaged 66%.

Object Lessons.—The limit here consists of the squirrel, muskrat, wild cat, fox, woodchuck, porcupine, beaver, boomerang, copper, robin, canary, bobolink, oriole and meadow lark. While the class made a very creditable average of 62%, I see little or no value in the work except as a memory exercise, which is hardly needed when the nature of the other work is considered.

Miss Rae's Classes.

Arithmetic.—This is an advanced class with a limit which includes multiplication tables to twenty times, weights and measures, problems based on simple and compound rules, bills, sharing, averages and aggregates. In the class are 11 boys and 9 girls, who obtained on a test of six questions marks ranging from 48% to 100%, the average being 82%.

Grammar.—The grammar studied is the history of the language and parsing. One boy is not sufficiently advanced for this class. The marks ranged from 0% to 100%, with an average of 83%.

Geography.—The map geography and products of the United States and South America forms the limit. The class is well up in the limit of the work, as the average mark of 93% shows.

Physiology.—The class shows a thorough comprehension of the limit of work, viz., The bones, skin, digestion, circulation, respiration and the nervous system. I am of opinion that better results would come to the pupils from a study of the application of the principles of physiology to the care of the body than to acquiring a store of facts bearing on the several topics of the limit.

Writing.—Several pupils in this class write well. I did not think it possible that such work as one young lady did could be executed by a person totally blind. The average mark was 77%. I am of opinion that it would be well to have much more of the work written, rather than so much oral work.

Spelling.—This class studied Grade 8 of the authorized Speller and certainly spell well, as 13 out of 17 obtained full marks, and the class averaging 91%.

Bible History.—This class of 22 had studied Bible History, as recorded in the first thirty chapters of Isaiah. Minimum mark 20%; maximum 100%; average 77%.

English History.—The period from 1660 to 1836 forms the limit of study. Of a class of 31, three were absent through illness and the remainder were not as uniformly graded as in many other classes. The marks assigned were from 0% to 100%, with an average of 77%.

Canadian History.—Limit 1815 to 1867. Three pupils were absent here through illness, and as in the English History there was considerable variation in the pupils. Minimum 0%; maximum 100%; average 55%. I was somewhat surprised to find the average mark of the girls higher than that of the boys, as was also the case in the English History. One girl showed an unusually intelligent and rational comprehension of history.

English Literature.—Two selections from Shakespeare had been memorized and an epitome of some nine plays learned from Lamb's "Tales from Shakespeare." I am given to understand from the Principal that the printing in point of the Ontario Readers will soon be completed. When this is accomplished, literature better adapted to the class will be available, and no doubt a change will be made in that direction. The class did well in the limit, obtaining an average of 87%.

Composition.—The class wrote a composition for me, which I took with me and read very carefully. I was greatly pleased with the results and think that considerable time should be devoted to this work, as pupils require it daily and it has also the value of improving their writing. One girl wrote a composition on "A Haunted House," to which I assigned the full mark, as expression, arrangement, continuity, etc., was certainly good.

Miss Lee's Classes.

Miss Lee has a varied line of work, which includes Kindergarten, Domestic Science and instruction to the junior class.

Arithmetic.—The arithmetic is very elementary in this class and consists of addition, subtraction and multiplication to six times, with easy problems relating thereto. This class of 19 made a good average of 80%.

Reading.—Some pupils had learned to read a little, while others were learning the alphabet. The results were quite satisfactory, the totally blind reading better than those partially blind, which I also found to be the case in the other classes.

Spelling.—The limit consists of all words in the Ontario Primer and some classified lists of familiar objects. This class proved no exception to the others, and the average mark of 91% demonstrates that spelling is a strong subject with the blind.

Bible History.—The limit in this class is a very good one, consisting of The Story of Samuel, The names of the Books in the Bible (classified), The Ten Commandments, The Beatitudes, The Lord's Prayer, The Apostles' Creed, and memorizing Psalms i., xix. xxiii., xci., and cxvii. These junior pupils made a splendid showing and obtained an average of 95%.

Kindergarten.—This is an important part of the work with the junior pupils and should receive considerable time. I saw pupils doing folding, weaving, sewing, stringing straws, lacing and raffia work, with much credit to themselves. This is a good foundation for the mechanical work of the higher grades. I must not forget to mention the splendid work done by pupils in clay modelling.

Domestic Science.—This work is done by the senior girls and is of great value of them. The exceptional cleanliness of the room, the utensils and the gowns of hose at work demonstrates that it is possible to feel dirt as well as see it. Bisuits and cocoa were made during my visit and were such as would be a credit of any cook. The room is very small, but as the conditions are such that only a similar number can be instructed at once, this is not as objectionable as it otherwise would be.

Miss Haycock's Classes.

Bible History.—The limit of this class of twelve consists of memorizing Psalm cv., study of the principal characters from the Creation to the entrance of the Children of Israel into the Promised Land. These are the senior pupils and they know the work of the limit well, as shown by the average of 92%.

Spelling.—As in the other classes, the Ontario Speller is used, it having been wrinted in point at the press of the Institution. The high standard of the other

lasses was maintained in this, the average being 93%.

MISCELLANEOUS.

Physical Culture.—This work among the boys is under the direction of Mr. Freen, who is well qualified to do it, and is very attentive to the boys, particularly with the younger ones. The class gave an exhibition in dumb-bell exercises, exension exercises and marching. To pupils living in the Institution and unable to the tabout as easily as those having sight, a regular and systematic course is of the treat value.

Basket-making and Cane-seating.—In the former eleven boys receive instruction and in the latter twelve. The work is in charge of Mr. Donkin, who is very apable and efficient. The character of the work speaks for itself and will be on xhibition at the Exhibition in the near future. This is a class of work well suited to blind boys and one in which they become sufficiently skilled to earn a good living. The self-sacrifice of Mr. Donkin in the interest of pupils and ex-pupils is worthy of emulation.

Hammocks.—This work is directed by Mr. Lambden, and is also well suited o boys. The character of the work is all that could be desired and may be seen and judged by the public from the specimens which will be on exhibit at the Coronto Exhibition this summer. Mr. Lambden is very much interested in his

work with the boys. There are twelve engaged at this work.

Manual Training.—This department has been recently opened up and is also under the direction of Mr. Lambden. The building is supplied with all necessary cools and benches of a most approved form, which were designed by the instructor, Mr. Lambden. As the term was about over and specimens were being collected or the Toronto Show, I had not the opportunity of seeing the boys at work, but he work exhibited was good, and pupils should have more time in this department.

Knitting and Crocheting.—This work is under the direction of Miss Haycock, who gives instruction to 41 girls in knitting and 13 in crocheting. This work is f importance to girls and they make great progress in learning it. The execution of the work, of course, is slower than with people who see, but is in no way inferior in quality. Many specimens will be shown in Toronto this summer. Articles of various kinds and patterns are made.

Sewing and Darning.—Miss Cooper has charge of this work and gives intruction to 32 girls. Articles of various kinds are made, which involve sewing

of various kinds, putting in insertion, etc. The hemming, felling and stitching was well done both by hand and by machine. I would like to have seen more of this work done, but as work was being finished up preparatory to being sent to the Exhibition at Toronto I was deprived of that privilege.

Bead Work.—In this department I saw a demonstration of the blind leading the blind. The work is in charge of Misses Cronk and Hepburn, and they certainly do good work and interest their pupils in it. The class consists of 32 girls and 22 boys. This is a good medium by which the blind may be taught to express form, and while the work is too slow to be of much use in assisting the pupil in the battle of life, it has a virtue in keeping them employed, and thus preventing them getting into idle habits or growing despondent. Much of this work will also be exhibited at Toronto this summer.

Suggestions.

- (1) I would suggest that whoever is appointed to do this work another year be given more time. A fortnight would be quite short enough for anything like a careful examination. More time would also allow of written as well as oral work, and this would result in a fairer and truer estimate of the relative standing of pupils being made.
- (2) As many of these pupils remain at the Institution for a number of years, it would be well to follow the ordinary school curriculum as far as conditions would warrant. This would have the advantage of giving the world a better estimate of the attainments of the blind, and also enable any who might wish to secure a higher standard of education, a standing that would be recognized by other educational institutions.
- (3) After pupils have obtained a reasonable proficiency in the subjects of an ordinary education more time should be spent upon work of a mechanical nature, which would be of service to them in after life in earning a living.
- (4) Our sympathy naturally goes out to the blind, and possibly leads us to under-estimate their abilities. I am satisfied that many of these pupils have sufficient mental ability to attain a higher standing.
- (5) While I do not wish in any way to under-estimate the value of Bible study, yet the very nominal price at which pupils can buy Bibles in point leads me to think that less time and tax on the memory is necessary in this direction.
- (6) The general deportment of pupils, the relations of pupils to the Principal and staff, and the care of the pupils is very satisfactory.
- (7) I observed no place in which pupils could read during leisure hours except outside the building, in the halls or in the dormitories. I think your Department would be justified in providing suitable reading rooms for the boys and the girls, and I am sure they would be appreciated.
- (8) The distribution of work among the different members of the staff is very satisfactory with the possible exception of Mr. Lambden, who, I think, from the importance of his work to the pupils might be relieved of some of his work.
- (9) The printing plant is a means whereby the authorized books of your Department will ultimately be printed in point, much to the benefit of the pupils, as it will then be possible to organize the courses of study the same as in the ele-

mentary schools, and place the blind on a par with other pupils, which I am sure they will appreciate. The Speller, Primer, First and Second Readers have already been completed.

All the foregoing is respectfully submitted.

E. E. C. KILMER, B.A.,

Inspector Brantford City Schools, Examiner.

Brantford, June 18th, 1910.

REPORT ON MUSICAL INSTRUCTION.

Hon. R. A. Pyne, M.D., LL.D., Minister of Education:

Sir,—I have the honour of presenting my report as examiner in music at the Ontario Institution for the Blind, Brantford.

The examination, which was held on June 1st and 2nd, included the following subjects: Piano, Organ, Solo Singing and Voice-production, Choral Class Work, and the Theory of Music.

Forty-seven pupils presented themselves in Piano-playing, three in Organ.

seven in Solo Singing, and eleven in the Theory of Music.

Of the 19 piano pupils in elementary work, fourteen were "very fair," one "fair" and four "weak."

In Grade No. I, of twenty-three pupils, six were "good," six "very fair," and nine "weak."

In Grade No. II, one passed with Honours of the second class, and one "passed."

In Grade No. III, one obtained Honours, and two "passed."

In Grade No. IV, (advanced), one gained Honours and another "passed." Both are intelligent, clever students.

Amongst the piano students there are a number who possess more than average musical ability, and are a credit to their excellent teachers, Mr. W. Norman Andrews, Miss Moore and Miss Harrington, but there is considerable weakness, especially in technical work, particularly in the lower grades.

More stress might with advantage be laid on this indispensable side of piano study.

ORGAN PLAYING. Three pupils were examined in this department; one, a youth of seventeen years of age, passed with first-class honours. This student possesses remarkable ability.

Since the examination held at Brantford this pupil has gained the diploma of the Canadian Guild of Organists (Associateship), a distinction which reflects the greatest possible credit on himself and his teachers, Mr. W. Norman Andrews and Miss Moore.

Two other candidates, beginners, are making satisfactory progress. Seeing that organ playing is becoming a greater factor in the musical life of the O. I. B., I would suggest that the present instrument be reconstructed, or, better, a new one provided, with *three* manuals, and more modern appliances. A pedal-board on the scale, recommended by the Canadian Guild of Organists, and the Royal College of Organists, England, should replace the one now in use.

All the seven pupils examined in solo singing and voice-production passed.

In Grade No. I, five candidates were successful, one gaining first-class, two second-class honours, and two passed.

In Grade No. II, one passed.

In Grade No. III, one very promising young singer, with a fine baritone voice, gained first-class honours.

Whilst the result in this branch of study is very satisfactory, a little more attention to voice-production and intervals is desirable.

THE THEORY OF MUSIC. Eleven pupils were examined in Harmony, Counterpoint and History.

The marks obtained in both first and second year papers—one case excepted—ranged from 50 to 92 per cent.

These excellent results speak well for the teaching capabilities of Miss Moore and for the keen application of the students themselves.

Five students constitute the Normal Class. This important course, conducted by the Musical Director, was established for the purpose of enabling blind teachers to impart a thorough knowledge of the staff, and Notation generally, to those with sight.

The result of the examination was eminently satisfactory. Four gained a first-class and one a pass.

MUSICAL DICTATION. Forty-two pupils took down the notes of two lines of a hymn-tune in point print. In this test nine gained the maximum number of marks, eleven 90 per cent. and over, and the majority of the remainder from 50 to 80 per cent. A highly gratifying result.

THE CHORAL CLASS is a well-balanced body of young, fresh voices, having upwards of forty members. After singing a few technical studies, the class gave, with much expression, several interesting selections in three and four parts, from the works of Mendelssohn, Leslie and Caldicott, under the direction of Mr. W. Norman Andrews. The intonation and enunciation, especially in the unaccompanied pieces, would do credit to choirs of much greater ambition. The solo parts were artistically sung by two of the students, a soprano and a baritone. The enthusiasm displayed in this department is worthy of much praise.

PIANO-TUNING. Mr. Usher's class numbers seventeen of various grades; all were keen on their work, the majority showing marked ability and promise to become excellent painstaking piano-tuners.

In the interests of the pupils and of the Institution, I recommend that in future all students who have successfully completed the full tuning course, and shall have passed the Piano Examination in Grades Nos. I and II, shall receive a certificate of proficiency.

I beg to offer two or three other suggestions: First, that the course in Musical History would prove of much greater value and would gain considerably in interest, if in future all first and second grade pupils be given a special modern period to study, leaving the earlier and more abstruse periods in this subject until the pupils have come to the more advanced grades.

Secondly, that the Harmony and Counterpoint papers should be shorter than in past years, and that a short oral examination for each class should be added.

Thirdly, that a course of study for the violin should be added to the curriculum. The study of orchestral instruments, especially the violin, is of immense educational value.

In conclusion, I would say that the musical department of the O. I. B. is in very capable hands, and if the excellent syllabus recently compiled by the Musical Director, Mr. W. Norman Andrews, is systematically adhered to, success in the future is assured.

I have the honour to be,

Sir,

Yours most obediently,

ALBERT HAM,

Mus. Doc., F.R.C.O.

Toronto, June 10th, 1910.

ONTARIO INSTITUTION FOR THE BLIND.

STATISTICS FOR THE YEAR ENDING 31ST OCTOBER, 1910. I.—Attendance.

					Male.	Female.	Total
Attendar	ce for portio	n of year	ending 30th	September, 1872	20	14	2.1
	for year e	ending 30tl	September	, 1873	44	24	34
6.6		**	6.6	1874	66	46	68
6.6		6.6	44	1875	89	50	112
6.6		6.6	66	1876	84	64	139
6.6		6.6	66	1877	76	72	148
6.6		6.6	66	1878	91		148
6.6		6 6	66	1879	100	84	175
6.6		6.6	6.6	1880		100	200
6.6		4.6	6.6	1881	105	93	198
6.6		6.6	6.6	1882	103	98	201
6.6		6.6	66	1002	94	73	167
66		6.6	61	1883	88	72	160
66		6.6	6.6	1884	71	69	140
66		6.6	64	1885	86	74	160
6.6		6.6	66	1886	93	71	164
5.6		6.6	46	1887	93	62	155
44		66	68	1888	94	62	156
44		46	66	1889	99	68	167
66		66	66	1890	95	69	164
66		66		1891	91	67	158
66		65	66	1892	85	70	155
66			6.6	1893	90	64	154
66		66	6.6	1894	84	66	150
• • • • • • • • • • • • • • • • • • • •		66	6.6	1895	82	68	150
6.6		61	6.6	1896	72	69	141
6.6		44	6.6	1897	76	73	149
6.6		6.6	6 6	1898	74	73	
		66	6.6	1899	77	71	147
8.6		66	6.6	1900	77		148
6.6		66	6.6	1901	72	67	144
6.6		66	66	1902		66	138
84		6.6	6.6	1002	68	70	138
6.6		66	6.6	1903	67	64	131
6.6		66	66	1904	68	66	134
6.6		66	66	1905	67	74	141
6.6		66	46	1906	71	76	147
66		66	66	1907	72	72	144
6.6		66	"	1908	71	68	139
66				1909	72	70	142
		ě	1st October,	1910	77	67	144

II.—Age of Pupils.

_	Management	No.		No.
Six Seven Eight Nine Ten Eleven Twelve Thirteen Fourteen Fifteen Sixteen		1 3 4 12 6 7 7 7 17 9 12	Eighteen years. Nineteen " Twenty " Twenty-one " Twenty-two " Twenty-three " Twenty-four " Twenty-five " Over twenty-five years	12 8 5 1 5 2 2 3 8

III.—Nationality of Parents.

	No.	No.
American Canadian English Irish Italian Galician. German Hungarian.	4 79 38 5 1 1 2	Norwegian 1 Russian 1 Scotch 9 Unknown 2 Welsh 1 Total 144

IV.—Denomination of Parents.

	No.	No).
Christian Science Congregational Baptist Disciples Episcopalian Methodist Presbyterian Roman Catholic	1 8 1 41 37 23	Salvationist 2 Lutheran 1 Jewish 1 Greek Catholic 1 Unknown 2 United Brethren 1 Total 144	

V.—Occupation of Parents.

	No.	e	No
Agents	3	Lawyer Manufacturers.	1 4
Bar-tender Barber Bricklayer	1 1 1	Machinists Mason Merchants	$\begin{array}{c} 2\\1\\7\end{array}$
Blacksmiths Chief of Police Carpenters	$\begin{array}{c}2\\1\\8\end{array}$	Military Moulder Miner	<u>1</u>
elerk Baretaker Contractors	$\begin{array}{c} 1 \\ 1 \\ 2 \end{array}$	Painter Printer Plasterers	$\begin{array}{c} 1 \\ 1 \\ 2 \end{array}$
ooper ook lergyman	1 1	Physician Plumber Policemen	$ \begin{array}{c} 1 \\ \vdots \\ 2 \end{array} $
rover	$\begin{array}{c} 1 \\ 1 \\ 2 \end{array}$	Sailors Shoemakers Railway employees	2 2 3
armers	29 2 1	Rancher	<u>1</u>
ardenersovernment officerrocer	3 1 1	Travellers	2 4 2
ackman ostler otel-keeper	i	Warehouseman	$\frac{1}{6}$
ewelleraborers	$\frac{1}{27}$	Total	144

VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1910.

County or City.	Male.	Female.	Total.	County or City.	Male.	Female.	Total.
District of Algoma City of Belleville County of Brant City of Brantford County of Bruce Carleton Dufferin Dundas Dunham Elgin Essex Frontenac Glengarry Grenville Grey City of Guelph County of Haldimand Haliburton Halton City of Hamilton County of Hastings Huron City of Kingston County of Kent Lambton Leeds Lanark Lennox Lincoln City of London County of Middlesex District of Muskoka	3 1 1 2 1 1 1 1 1 1 2 1 3 4 2 2 2 1 1	2 2 1 1 1 1 1 1 1 1 1 2 3 3 1 2 1 5 5	3 1 1 4 2 1 1 1 1 2 2 1 2 1	County of Norfolk "Northumberland "Ontario City of Ottawa County of Oxford "Peel "Perth City of Peterborough County of Prince Edward "Prescott "Renfrew Russell City of St. Catharines "St. Thomas "Stratford County of Simcoe "Stormont City of Toronto County of Victoria "Waterloo "Welland "Wellington "Wentworth "York *Saskatchewan *Alberta *Manitoba *British Columbia District of Parry Sound *Quebec	1 1 1 7 1 1 1 1 2 1 2 1 2 1 2	1 5 4 2 1 1 1 1 1 1 1 1 1 2 2 2	2 1 2 1 2 1 2 5 2 1 1 1 2 3 1 2 2 2 1 3 1 3 2 2 6 6 3 5 1 1
District of Nipissing	2		2	Total	77	07	144

On payment.

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 31st October, 1910.

County or City.	Male.	Female.	Total.	County or City.	Male.	Female.	Total.
District of Algoma City of Belleville County of Brant City of Brantford County of Bruce "Carleton "Dufferin. "Dundas "Elgin "Essex "Frontenae "Glengarry "Grenville "Grey City of Guelph	8 4 9 17 9 2 2 3 4 7 14 5 8 2 10 4	4 1 7 12 11 2 1 3 4 6 20 3 1 2 12 12 3 13 2 13 2 13 14 15 15 15 15 15 15 15 15 15 15 15 15 15	12 5 16 29 20 4 3 6 8 13 34 8 9 4 22 7	County of Haldimand. "Halton City of Hamilton. County of Hastings. "Huron City of Kingston County of Kent. "Lambton "Leeds "Lanark "Lennox. "Lincoln City of London. District of Nipissing County of Middlesex District of Muskoka	4 7 16 6 13 7 10 19 14 4 4 3 12 7 10 3	5 3 19 5 13 4 7 8 4 4 1 3 10 4 13 3	9 10 35 11 26 11 17 27 18 8 5 6 22 11 23

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 31st October, 1910.—Continued.

County or City.	Male.	Female.	Total.	County or City.	Male.	Female.
County of Norfolk. "Northumberland. "Ontario. City of Ottawa County of Oxford. "Peel. "Perth. "Peterborough. "Prince Edward. "Prescott. "Renfrew. "Russell. City of St. Catharines. "St. Thomas. "Stratford. County of Simcoe.	4 8 5 2 3 3	$ \begin{array}{c} 9 \\ 9 \\ 10 \\ 7 \\ 13 \\ 1 \\ 10 \\ 5 \\ 2 \\ \vdots \\ 2 \\ 1 \\ 11 \end{array} $	20 15 18 30 20 3 15 18 9 4 14 8 4 5 4 24	County of Stormont City of Toronto County of Victoria "Waterloo "Welland "Wellington "Wentworth "York *Province of Quebec *Saskatchewan *United States *British Columbia *Manitoba District of Parry Sound *Alberta	$\begin{bmatrix} 1\\2\\4 \end{bmatrix}$	$\begin{array}{cccccccccccccccccccccccccccccccccccc$

^{*} On payment.

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1910.

015) October, 1910.									
County or City.	Male.	Female.	Total.	County or City.	Male.	Female.	Total.		
District of Algoma City of Belleville County of Brant City of Brantford County of Bruce "Carleton "Dufferin "Dundas "Durham "Elgin "Essex "Frontenac "Glengarry "Grenville "Grey City of Guelph County of Haldimand "Haliburton "Halton City of Hamilton County of Hastings "Huron City of Kingston County of Kent "Lambton "Leeds "Lanark "Lennox "Lincoln City of London "Woodstock	1 1 1 2 1 1 2 1 2 1 2 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 4 2 1 2 1 5 1 5 2 2 1 1 5 1 1 5 1 1 1 1 1 1 1 1 1 1 1	County of Oxford. "Peel" Perth City of Peterborough County of Prince Edward. "Prescott "Renfrew" "Russell City of St. Catharines "St. Thomas. "Stratford County of Simcoe "Stormont City of Torouto County of Victoria "Waterloo" "Welland "Wellington "Wentworth "York British Columbia Quebec Manitoba District of Parry Sound "Rainy River Saskatchewan Alberta	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 6 3 2 2 1 1 1 1 7 7 1 1 1 2 1 1 1 1 2 1	1 2 10 4 2 1 1 1 2 1 1 1 2 1 1 1 1 6 6 5		
County of Middlesex District of Muskoka "Nipissing City of Niagara Falls	1	$\begin{bmatrix} 2 \\ 2 \\ \vdots \end{bmatrix}$	$\begin{array}{c c} 2 \\ 2 \\ 1 \\ 1 \end{array}$	City of Woodstock		54	112		

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditure for the year ending 31st October, 1910. Compared with preceding year.

	Items. Service.		pte	mbe	er,	1909.	31st Oc	tol	er,	19	910.
Items			Total expendi- ture, 1909.		Average 116.	Weekly cost Average.	Total expendi- ture, 1910.		Yearly cost Average 119.		Weekly cost Average.
		\$	c.	\$	c.	c. mls.	\$	3.	\$	c.	c. mls.
1	Medicine and Medical Comforts	98	60		85	1.6	131 4	6	1	10	2.1
2	Butchers' Meat, Fish and Fowl .	1,586	74	13	68	26.2	1,918 9	2	16	12	31.
3	Flour, Bread and Biscuits	495	06	4	27	8.2	541 1	0	4	37	8.2
4	Butter and Lard	1,664	51	14	35	27.5	1,637 5	7	13	76	26.4
5	General Groceries	1,140	27	9	83	18.	1,290 6	9	10	84	20.8
6	Fruit and Vegetables	215	85	1	86	3.5	244 5	9	2	05	3.9
7	Bedding, Clothing and Shoes	115	83		99	1.9	258 3	3	2	17	4.1
8	Fuel-Wood, Coal and Gas	4,023	39	34	68	66.7	3,152 7	7	26	49	50.9
9	Light—Electric and Gas	1,071	63	9	23	17.7	1,088 0	5	9	14	17.6
10	Laundry-Soap and Cleaning	272	57	2	36	4.5	379 1	1	3	18	6.3
11	Furniture and Furnishings	629	02	5	42	10.4	605 8	9	5	09	9.8
12	Farm and Garden — Feed and Fodder	588	79	5	07	9.7	757 7	1	6	36	10.2
13	Repairs and Alterations	1,120	63	10	52	20.2	1,371 7	2	11	52	22.1
14	Advertising, Printing and Stationery	675	75	5	83	11.2	470 0		3	95	7.6
15	Books, Apparatus and Appliances	1,762	55	15	19	29.2	1,321 1	2	11	10	21.3
16	Miscellaneous—Unenumerated	1,279	85	11	03	21.2	1,094 7	I	9	27	17.8
17	Pupils' Sittings at Church	200	00	1	72	3.1	200 0		1	67	3.2
18	Rent of Hydrants	160	00	1	38	2.6	160 0		1	34	2.6
19	Water Supply	326	87	2	82	5.4	290 4	3	2	44	4.7
20	Salaries and Wages	20,688	88	178	16	342.6	21,944 8	1 18	84	41	
21	Supplementary— Repair Building, &c Workshop, Willow Materials. Organ Repair Piano Hardware Hammock Materials	910	35	7	79	14.9	235 9 470 00 85 00 177 49 86 60		1 ;	95 71 49 72	3.8 7.6 1.3 2.8 1.4

31st October, 1910.

Certified correct.

W. N. HOSSIE, Bursar.

APPENDIX J.—REPORT OF THE SUPERINTENDENT OF THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB

Minister of the Government in Charge. HON. R. A. PYNE, M.D., LL.D., M.P.P.

OFFICERS OF THE INSTITUTION.

C. B. Coughlin, M.D	. Superintendent.
Wm. Cochrane	. Bursar.
W. W. Boyce, M.D	. Physician.
Miss E. A. Willoughby	. Matron.

25 1	TEACHERS.	Oral.
Manual.		0 2 00 27
D. R. Coleman, M.A. (Head	Teacher).	Miss A. Burke.
Wm. Campbell.		H. L. Ingram.
J. C. Balis.		Miss L. Hunter.
G. F. Stewart.		Miss S. McArdle.
Mrs. J. C. Balis.		Miss M. Evoy.
Miss Templeton.		Miss K. Ford.
Miss Linn.		Miss I. B. Palen.
Miss James.		Miss P. Campbell.
Miss Bull.		
Articulation		Miss F. Cross.
Domestic Science		Miss K. Vaughan.
Fancy Work		Miss M. Bull.
Manual Training		H. L. Ingram.
Miss B. McIntosh	Clerk.	
Miss M. Tindal	Trained Nurse and Instruc	tress in Home Nursing.
Miss E. Deannard		ervisor of Girls.
Wm. Nurse		Supervisor of Boys.
W. S. Minns	a. a. 20	
J. T. Burns	Printer and Instructor in I	Printing.
A. Morrice	Shoemaker and Instructor	in Shoemaking.
J. Boyd	Baker and Instructor in B	
J. Dowrie	Carpenter and Instructor i	
H. Lamb	2.7 / 1 1	Farming.
C. J. Peppin		
C. J. reppin	Ing. incorr	

Institution for the Deaf,
Belleville, October 31st, 1910.

HON. R. A. PYNE, M.D., LL.D., Minister of Education, Toronto:

Sir,—I have the honour of presenting herewith the Fortieth Annual Report of the Institution for the Deaf.

The session 1909-10 was in some respects a very trying one. Soon after the compal opened an epidemic of scarlet fever broke out, followed soon after by measles. Fortunately both diseases were of a very mild type, but owing to the large number who contracted one or other of these ailments, and had therefore to be isolated for from three to six weeks, the work of the class-rooms was for a time greatly interrupted. Then in the month of May both the scarlet fever and measles, and Gorman measles, made their appearance. The diseases at this time were also of a mid type, but, as is usually the case, whenever an epidemic of any great proportions occurs, no matter how mild in character, there are almost sure to be some deaths, and during this second outbreak one of our brightest little boys, Albert Garsido, of London, was attacked by a malignant type of searlet fever and died in about thirty-six hours. The sympathy of the entire staff went out to the afflicted parents in their sad bereavement. If we except these contagious disesases, the general health of the pupils was excellent. At the re-opening of the school in Somewher the clothing of the pupils was thoroughly disinfected, as is also all the defining coming during the session, as soon as it arrives. The Institution hospital Is now in constant use, the trained nurse and a maid having been transferred there from the main building, and now any pupil ill enough to be in bed is sent to the hospital. As a result of this change, if a child is developing a contagious fiscuse it is likely to be removed from the main building even before the ailment is diagnosed, and thus the danger of the disease being contracted by other children is greatly lessened.

During the summer all of the buildings, together with the bedding, etc., were thoroughly cleaned and disinfected, and when school was opened in the fall the building was as clean and healthful as on the day it was built.

In connection with this part of my report I would like to pay a tribute to the loyalty and devotion of the household staff during this trying period. Although so much sickness entailed a great deal of extra work, no complaints were made, and no one spared any pains or effort in ministering to the comfort of those who were ill, and in doing his or her share of the extra labour involved.

The work in the class-rooms and shops was seriously interfered with by the epidemies above referred to, but, despite this handicap, a very satisfactory year's work was accomplished, surpassing, I think I may say, that of any previous session. The most marked advance was in regard to reading. The pupils' library, to which considerable additions have been made, was got ready for use early in the session, and an effort was made to interest the pupils in the use of books. An hour every school day evening—from eight to nine o'clock—is set apart for reading, but it is entirely optional with the pupils as to whether or not they avail themselves of the opportunity. The object is to have the pupils regard this, not as a task imposed, but as a privilege granted; and it is pleasing to note that a considerable number devote at least two or three evenings a week to this purpose. We have merely made a beginning in this important subject but the beneficial results are already very obvious.

SCHOOL-ROOM ACCOMMODATION.

In previous reports I have referred to the urgent need that exists for increased accommodation for class-room and other purposes. For many years this need has been recognized and it is being felt with ever-increasing pressure each succeeding session. The introduction of the Oral System has necessitated smaller, and therefore a greater number of classes, and we have been obliged to resort to all kinds of make-shifts in order to provide school rooms for these additional classes. I, therefore, earnestly urge upon you the importance, the imperative need, for making immediate provision for erecting a new school building. Summarized, the reasons for this are as follows:

1. Nearly all of the present class-rooms are too small. The regulations of the Department call for a space of 1,000 cubic feet for each pupil. Some of our rooms do not afford one-third of that space. And even this condition is aggravated by the fact that there is no system of ventilation except by the open window.

2. The further extension of the Oral System will make it necessary to increase the number of classes, as oral classes must be smaller than manual classes. As, however, we seem to have reached the limit of even make-shift class-rooms, we have arrived at a point where any further progress seems to be impossible.

3. All of our manual classes, also, are too large, but, for the same reason as

given above, this defect cannot at present be remedied.

4. The further extension of the school term is absolutely necessary if our pupils are to receive an education equal to that which hearing children get in the public schools of the Province, or to that provided in the best or even the second best schools for the deaf. Hampered as they are by their defect, the deaf should be better educated than hearing people if they are to have anything like a fair or equal chance in life. At present the education received by our pupils is very inferior to that provided for hearing children in the public schools, not to mention the high schools at all, and this disadvantage cannot be overcome except by keeping the deaf pupils at school for a longer period. The extension of the school term, however, is tantamount to a large increase in the average attendance, and this is quite impossible with our present accommodation.

5. Some of our dormitories are crowded very considerably past the limit of healthfulness. No remedy can be provided for this state of affairs until we have

more room.

6. Reading rooms are also very much needed. We are making a special effort to engender in our pupils a love for reading, without which they can never gain facility in the use of language and which is the only means of culture open to the deaf. In our endeavour in this direction, however, we are hampered to the point of discouragement by the want of suitable reading rooms. At present we are obliged to use some of the class-rooms for this purpose. This gives what should be a privilege and a pleasure the semblance of a school-room task, and has a tendency to stifle the interest and enthusiasm in regard to this important subject.

These are a few of the reasons on which we base our plea for a new school building. We realize that we are coming far short of giving our pupils the degree of education to which they are entitled and that the best interests of the country

require that they should have.

A gymnasium, also, is very much needed. The Institution is practically the home as well as the school of our pupils for a period of ten years. These years between the ages of seven and sixteen are the chief formative years of the child's life. It is the only period when the physical development of the child can

be influenced to any great degree. Proper physical training at this period will develop not only the muscles but will also develop and keep in a healthy condition the various organs of the body. Deprive the child of this, the muscles are weak, the direction poor, toxins accumulate in the system and the pupil sits in the class-room without energy and without alertness, and the results obtained by the teacher are correspondingly lessened. Finally, he goes out from the Institution after years of sedentary habits without that vigorous physical condition which is so essential to success. At present we have no facilities for either recreation or physical exercise during the wet and stormy weather of the winter season and as a result of this, even when the weather is suitable, the pupils show a lack of that zest and keen enjoyment for outdoor games which is so characteristic of robust childhood. It is, therefore, supremely important to the present and future pupils that adequate facilities be provided for recreation and physical development.

I would respectfully ask you to take into consideration the advisability of making some provision for the education of the feeble-minded deaf outside of this Institution. There are several such now in attendance, and we know of a few officers whom it was impossible for us to admit. Most of these would be benefited to some degree by proper discipline and training and some are capable of some mental development, but it is neither desirable nor fair to the hundreds of deaf endidren here, nor in the best interests of these feeble-minded ones, that they should attend school here and mingle with other pupils. Such pupils must be segregated and tanget in a separate class in any case, and it would cost no more to maintain and instruct them at some institution for the feeble-minded than it does here.

EDUCATIONAL EXHIBIT.

At the request of the Department of Education an Exhibit was for the first time soul from this Institution to the Toronto Exhibition. On account of the epidemies from which we suffered and from other adverse causes, we worked under great disadvantage and were not able to make as good a showing as we otherwise could have done. However, a considerable amount of material was prepared, and from this as much was selected and sent to the Exhibition as the space at our disposal would permit, and it seemed to be the consensus of opinion among visitors that the display was a very creditable one. It consisted of art, fancy, sloyd and kindergarten work, and articles produced in the various industrial departments, and was composed entirely of the work of the pupils. Every courtesy was extended to us by the Exhibition authorities and we were especially indebted to Mr. C. W. James, Secretary of the Department of Education, for the great interest he took in our exhibit, and for the assistance he rendered us in every possible way. It was pleasing to note that our display was a centre of attraction and elicited hearty commondation from all observers, and especially teachers, inspectors and others engaged in educational work. The newspaper comments, also, were very favorable. The Toronto News said:

The timerary of the News representative was conducted by Mr. C. W. James, Secretary to the Oniario Department of Education, and by Mrs. Balis, Instructor in the Belleville Institution for the Deaf and Dumb. Mr. James seemed to have no eyes for anything else than for the exhibits of the Institutions at Belleville and Brantford. And there is no gainsaying the manual work turned out by the pupils of the schools at these cities for the deaf and dumb and for the blind is astonishingly elever and rivals successfully the work of those in the schools at Toronto, Hamilton and London, who are not afflicted with the loss of their senses

of sight, hearing and speech. The manual work of the deaf and dumb, showing the skill of mere tots of five years of age to the finer work of boys and girls up to the age of eighteen, disclosed genuine cleverness in woodwork for kitchen aids. And one piece of cabinet furniture done by a 17-year-old boy had a John Kay quality about it, quite worthy to be called fine art! It would have delighted William Morris or Fra Hubbard. The Belleville exhibit includes also some excellent architectural designs (according to scale) and black and white drawing and water colors from life, in still life and floral."

The Globe said:

"Special attention was given to the splendid Normal School exhibits in the Woman's building from Toronto, Hamilton, London, Ottawa, Stratford, Peterborough and North Bay. The artistic talent and ingenuity displayed indicated a steadily improving quality in work done over former years. It was strange after this to go into the fine exhibit prepared by the Ontario Government under the care of Clarkson W. James, secretary to the Minister of Education, and to find that, however fine the work of the Normal School pupils, it was bettered by the pupils of the Institute for the Blind at Brantford, and the deaf at the Belleville Institution. Mr. and Mrs. Balis are in attendance in the latter department, themselves deaf and speaking by means of the lip-reading system. The painting and illumination, the carpentry and cabinet work and other ornamental productions shown here are remarkable in quality."

MRS. TERRILL'S RESIGNATION.

The resignation of Mrs. Terrill from our Institution at the close of last session was an event that calls for more than passing notice. Mrs. Terrill was the daughter of the late J. B. Magann, who was the pioneer of deaf-mute education in Ontario. Mr. Magann opened the first school for the deaf in Toronto in 1858. This school continued with varying fortunes till 1864, when it was removed to Hamilton, where it flourished till 1870, when the present Institution was erected. His daughter, the subject of this sketch, was his earnest and devoted assistant from the first, though then but fifteen years of age. She was a member of the staff that was installed at the opening of the Belleville school, a position which she held till her resignation this year. The spirit of devotion to the interests of the deaf which distinguished Mr. Magann seemed to characterize his whole family. One daughter, Mrs. Asheroft, has for many years been the successful and esteemed Superintendent of the Mackay School for the Deaf at Montreal; Mr. Watson, a son-in-law, taught in this Institution for several years, and then became Superintendent of the Washington State School, and afterwards of the Institution in Idaho. Mr. Terrill, before and subsequent to his marriage and till his death, was an able assistant of Mr. Magann, while Mrs. Terrill herself, for fifty-two years, except for the four years of her married life, has devoted all her time and talents to this work. It would be difficult to overestimate the value and far-reaching results of these forty-eight years of faithful and zealous effort on behalf of the deaf, for during all this time she has been more than a mere teacher—she has been a sincere friend and faithful and trusted counsellor and guide, and she has had a potent influence in moulding the lives and characters of hundreds of pupils. This is a feature of her work that merits special commendation. Through her long and intimate association with the deaf she became thoroughly acquainted with their special aptitudes and limitations, while her sympathetic insight, inexhaustible patience and rare tact and resourcefulness enabled her to obtain over those in her charge a vary great influence, which she always exerted to the highest ends.

In view of Mrs. Terrill's long and efficient services in this Institution, I would

respectfully recommend that she be given a liberal retiring allowance.

In regard to the general expenditure on maintenance account, practically the only increase has been in salaries and wages. Exclusive of this, the outlay has increased by only about two hundred dollars, despite the increased price that must be paid for most supplies. The epidemic of last session must also be taken into consideration. This necessitated an outlay of about \$600 for nurses alone, and in addition to this item there was a considerable sum chargeable to extra fuel, light, medicine, disinfectants and other necessary outlays.

During the past year our farm has been operated with a considerable degree of satisfaction. It has not only furnished us with an abundant supply of regulables and pure milk, but also shows a handsome profit estimated at about

\$1,307.87, as per statement below:

FARM.

Profit and Loss Account.

Pour. Nov. 1.	DR. To Cash balance	\$ 569	87		1910. Nov. 1.	CR. By Cash on hand	2	218	24
2107121	TO CASH DARREST TOTAL	* 333			21011 24	"Stock increase "Upkeep of driving horses, rigs, etc., not properly charge-		645	
	Credit balance	1,307	87			able to Farm		014	50
		\$1,877	74	ŀ			\$1,	877	74

The report of the Examiner, Mr. II. J. Clarke, B.A., is appended hereto. Mr. Clarke's examination of the classes was, as usual, very thorough and his familiarity with the work and the condition of the classes in former years gives weight to his report regarding the general progress of the work in the school.

In conclusion I wish to thank you, Sir, and the Deputy Minister of Education, for the prompt and generous consideration given to all matters concerning the Institution during the year. My thanks are also due to the staff, all of whom have given faithful and efficient service.

I have the honour to be, Sir.

Your obedient servant,

C. B. Coughlin, Superintendent.

PHYSICIAN'S REPORT.

Belleville, November 1st, 1910.

THE HON. DR. PYNE, Minister of Education, Toronto, Ont .:

SIR.—I regret to have to report the outbreak of epidemic diseases in the Institution, and an exceptional amount of sickness, during the school term of 1909-1910.

Scarlet fever was the first to attack us, to be followed by measles, and subse-

quently German Measles.

Caleb Colter, a boy aged fourteen years, was taken sick with scarlet fever on October 13, 1909, and within four hours of the first symptom complained of, he was quarantined with all his effects, including his bed, in the hospital. Prompt and thorough fumigation of the ward and contents, including the trunks and their contents, was carried out. Consultation was called for the purpose of determining the source of the infection, when it was decided as most likely due to infected clothing, with a possibility of some very mild convalescing case returned to school. A general fumigation of all the wards with their contents—trunks and their contents—was adopted, and a general inspection of the children, and every precaution taken to stop the spread of the disease.

Two days later two other cases occurred in a remote part of the building. Fumigation was repeated as after the first case. During the following five weeks we had sixty-five cases of scarlet fever. The cases were promptly quarantined as the children were attacked, and the best known means adopted to limit its spread, fumigation and disinfection being repeated again and again. The last case to go to the hospital was on November 19th. All were carefully quarantined there for the full period of six weeks, when, after disinfection, they were released and returned to school. It is a source of gratification that we passed through this

very arduous and anxious period without a single death.

On October 29th measles broke out in the school. At this time the hospital was taxed to its fullest capacity with scarlatina patients, and necessity compelled that other means be devised for the proper treatment of these patients. They were quarantined in wards set aside for that purpose in the main building. From the inception of this epidemic up until 10th December, the date of the last case,

We had seventy-two cases.

The type of the measles epidemic was more than ordinarily severe. Some of the patients were very sick, a number developing dangerous complications. We were fortunate, however, in having no mortality. At the time when these two epidemics prevailed concurrently, we had a number of cases of double infection. Some patients convalescing from scarlet fever were attacked with measles, and passed through the entire course of the disease, others would show indications of the double infection in the condition of the symptoms from the beginning of the sickness. The cases of double infection were isolated from all others in a separate building on the grounds. All happily recovered.

On 27th April German measles appeared. Excepting for its epidemic nature, it was unimportant. None of the children were very ill, only an exceptional one was sick enough to be confined to bed, but all were isolated from the other children. Some of these cases had passed through the hospital with scarlatina, some with measles, and some with both, but all recovered. Near the close of the session, June 1st, scarlatina again appeared, I regret with fatal results. On the morning of June 1st Albert Garside complained of being sick. He was immediately quarantined. During the day he became delirious. The following day at 4 p.m. he

died, having been sick only thirty-six hours with a most malignant form of scarlet fever. About this time we had three other mild cases. I am unable to account for these, occurring as they did about five months after the termination of the epidemic, notwithstanding the more than ordinary care given to the ways and means of prevention. It is a matter for which all will be deeply thankful that with the great amount of sickness through which we passed, the duration of the epidemics, nearly the whole term, and the uncertain, dangerous and often treacherous nature of an epidemic such as scarlet fever, the loss of life has been so disproportionately small.

I would not close the report without expressing my deep sympathy with the Superintendent and Mrs. Coughlin in the great loss sustained in the death of

their only daughter, Margaret.

With the exception of the above, the school year was uneventful. A serious case of pneumonia in a boy, and eye disease in a little girl with temporary impairment of vision, were the most important. A few minor accidents. Comparatively little sickness among the staff.

The present term opened with the children in excellent health and up to this date there has been nothing of importance.

I have the honour to be. Sir.

Your obedient servant,

W. W. BOYCE.

THE HONOURABLE R. A. PYNE, Minister of Education in Ontario:

SIR,—As Literary Examiner at the Institution for the Deaf at Belleville, I have the honour to report as follows:

ORAL CLASSES.

In addition to the articulation work which Miss Cross is doing for certain of the pupils in the manual classes who may profit by such instructions, there are in

the Institution seven oral classes with eighty-five pupils.

The beginners in what are styled preparatory classes are in charge of Miss Campbell and Miss Ford. The pupils in this grade are given a thorough course in sense-training, motion in unison, and gymnastics of the tongue, leading up to articulation. They are also taught to lip-read about thirty-five commands; the names of common objects and familiar people; the sounding of the several elements of sound and their combinations. In articulation, they have numerous breathing exercises, and practice to secure control of the soft palate, and the voice is exercised as far as possible, the pupil being required to sound the names of thirty common objects. Number is taught to ten, and the pupil is required to speak, lip-read and write all he knows. The writing of all the letters is taught here and in manual training they take paper folding and cutting, sewing, plasticine modelling, etc.

Above this grade the classes are in charge of Miss Hunter, Miss McArdle, Miss Evoy, Miss Burke and Mr. Ingram. In these classes the work, as outlined briefly above for the preparatory classes, is advanced step by step up to Mr. Ingram's

class, which is at present the senior oral class.

I spent something over two days in these classes, and was much pleased with what I saw. The pupils lip-read freely, and articulate very well indeed. In the case of several pupils, I had no difficulty in understanding them, and in the senior classes the pupils were able to take a story from me by lip-reading, although they are not at all familiar with me. In three classes, and I believe it could be seen in at least two other classes, I saw what would surprise anyone who had not visited the Institution recently. The pupils read orally from a printed book, and their speed was such that I could readily follow the story.

It has been argued that these children will rarely speak after they leave the Institution. Admit this as true, although I doubt it, these children will still have an accomplishment in the lip-reading that will be of very great service to them throughout their after life. But I have no intention here to carry on a discussion as to the relative merits of the two systems of instruction. Doubtless there is room for both, and both have their proper sphere.

MANUAL CLASSES.

In this Department there are ten classes of one hundred and sixty-three pupils. These are apportioned as follows: Mr. Coleman, 18 pupils; Mr. Campbell, 18 pupils; Mr. Balis, 16 pupils; Miss Templeton, 18 pupils; Mr. Stewart, 17 pupils; Miss Linn, 16 pupils; Miss Bull, 15 pupils; Mrs. Balis, 17 pupils, Mrs. Terrill, 12 pupils; and Miss James, 16 pupils. As I have reported before on previous occasions, these classes are too large, when you consider that the work, particularly in the lower grades, is individual.

Mrs. Terrill's class consists of several sub-divisions, and is made up of pupils who, for various reasons, do not exactly fit into the organization of any of the other classes. The other classes are regularly graded and are following a curriculum based as nearly as may be, on the Public School Course of Study.

While I was engaged with the oral classes, and in fact for practically the whole week, these manual classes and the senior oral class were subjected to a written examination, based on the year's work, and included such subjects as the following: Mental arithmetic, written arithmetic, grammar, composition, geography, history (British and Canadian), physiology, nature study, miscellaneous information, artisans, memorization, written reading, actions, etc. It will be noticed that most of these subjects are common to the public school, but there are a few such as "actions" that are peculiar to these classes, but when we remember how large a part language plays in the education of the Deaf, it will be readily understood how fruitful of expression is the description of various actions.

Living as I do, so near the Institution and knowing of the serious interruption that has occurred in their work during the year just closing, due to illness of many of the pupils, I was prepared to find classes more or less behind in their work, but I was very agreeably disappointed, for the results were very satisfactory. In fact different of the teachers stated to me that in a number of cases the results were better than they had hoped for, while the general results were very gratifying to them; and I wish to compliment the staff on what they have been able to accomplish.

During the three years that I have been privileged to visit the Institution officially, I have assigned a composition to be written off-hand by the senior classes. I consider that this is an excellent test of the command of language possessed by these, or any other pupils. This year eight classes took part in this

exercise, and I am pleased to report that the results were much better than on either of the former occasions, and would indicate considerable advancement.

I visited every class during the course of the examination, and in some of the classes I took work out of the ordinary lines on which they had been instructed, and in several cases I was able to get answers indicating considerable thought.

I have not tabulated the marks in this report, but they are on file at the

Institution and can be supplied if desired.

INDUSTRIAL DEPARTMENT.

Eleven boys are employed in the printing office, twenty in the shoe shop, four in the bake shop, six in the carpenter shop, while eight girls are in the sewing class. In addition to the above trades, many of the boys are receiving instruction

in agriculture.

In this connection, I would like to mention some excellent workmanship exhibited in the carpenter shop. The boys have made, of solid oak, three very fine pieces of furniture, and the work which is altogether handwork, is well done. The shoe shop has also some excellent samples, while the dresses, etc., made by the girls, leave nothing to be desired.

DOMESTIC SCIENCE DEPARTMENT.

There are fifty-one girls, in six classes, receiving instruction in domestic science. While I did not visit this Department on this occasion, I have reason to believe that it is in a satisfactory condition.

MANUAL TRAINING DEPARTMENT.

Mr. Ingram has twenty-five boys, in two classes, in this Department. Class A receives two lessons a week and class B, one lesson. They confine themselves to wood, and are using pine, basswood, butternut, oak, ash, cherry and birch. He divides the work into three years. In the first year the boys make ten models, in the second year, twenty-two, and in the third year fifteen of a more advanced character.

The work was well done and reflects great credit on instructor and pupils. In fact some of the better pieces have been selected for the Educational Exhibit at the Toronto Exhibition, where the public will be given an opportunity of see-

ing this and other work of this worthy Institution.

In this connection, I would mention the exhibit that is now on view at the Institution, and has been seen and admired by many. It consists of various kinds of Kindergarten work, fancy work, art work, sewing, sloyd work, specimens from printing office, shoe shop, and carpenter shop. In some of the departments illustrated, this is practically the first year's effort, and it is difficult to see just what the possibilities in these lines may be, for to say that the work is well done, is not doing justice to the case. The staff are justly proud of the exhibit.

CONCLUSION.

Since my visit of a year ago some rapid steps forward have been taken. A carefully selected pupils' library has been added, and I am informed that the pupils are using it freely, an hour each evening being set apart for the purpose of reading by the pupils, under supervision. The matter of reading is purely

voluntary and is taken by the pupils as a privilege. I have the word of one of the staff for it that the results have been most gratifying. Thus far the books read have been such as would be used for supplementary reading in the lower classes of the public school, but from the success of this year's experiment, it is expected that when the present juniors have become seniors they will be able to read

and appreciate the best English classics.

The character of the Canadian Mute, published in the Institution, has been changed so as to assist in this matter of reading. The paper has been brought to the level of the pupils, and each issue contains a carefully prepared summary of the world's news. Each pupil in the senior grades is provided with a copy of the paper. The page of class-room exercises is printed in the form of a four-page leaflet and is supplied to each pupil, except the very youngest. The complete series forms a booklet of forty-four pages. The teachers have found these leaflets very helpful, and it is hoped that during the next session it may be possible to issue a junior and a senior leaflet. The object in the leaflet is to accustom the pupil as early as possible to the use of print.

In addition to all this, from seventy to eighty charts have been prepared of the language of the various trades, and it is part of the instructor's duty to see that the pupils under him master these charts. In short, language is combined

with everything.

I have carried this report to a somewhat greater length than I had intended, but it is impossible to give in a brief report of this kind any idea of the work going on here. It must be seen to be appreciated. In closing I wish to say that I believe that the near future will see even greater advances in this Institution.

I would thank the officers, from the Superintendent down, for their kindness to me during my stay among them, and for the assistance rendered me in the dis-

charge of my official duties.

All of which is respectfully submitted.

I have the honour to be, Sir,

Your obedient servant,

(Signed) H. J. CLARKE, B.A., Literary Examiner.

Belleville, Ontario, June 12, 1910.

NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE OPENING OF THE INSTITUTION.

							Male.	Female.	Total.
					30th,	1871	64	36	100
**	6.6	1st, 1				1872	97	52	149
			872,			1873	130	63	193
66	6.6		873,	**		1874	145	76	221
66			874,			1875	155	83	238
6.5	6.6		875,	**		1876	160	96	256
**	66		876,	**		1877	167	104	271
	66		877,	.,		1878	166	111	277
4.6	6.6		878, 879.	**		1879	164	105	269
6.6	6.6					1880	162	119	281
6.6	6.6		880,			1881	164	132	296
6.6	6.6		881, 882.	6.6		1882	165	138	303
6.6			383.			1883	158	135	293
11			384.			1884	156	130	286
4.6	6.4		385.	b 6		1885	168	116	284
1.6			386.			1886	161	112	273
11			387,	6.		1887	151	113	254
			388.	* *		1888	156	109	265
			889.			1889	153	121	274
	11		390,			1890	159	132	291
1.5			391.	**		1891	166	130	296
1.6	6.5		392.			1892	158	137	285
66	6.5		93,			1893	162	136	298
6.6	66		94.	* *		1894	158	137	295
6.6			95.	4.5		1895	160	135	295
6.6	44		96,	b 6		1896	173	137	310
8 4	6.6		97,	* *		1897	164	128	292
1.6	66		98.			1898	167	138	305
6.6	4.5		99.	* *		1899 1900	161	132	294
6.6	4.6		00.	.,		1901	152	130	282
1.0	6.6		01.	.,		1902	157	143	300
11	61	19	02.	**		1903	$ \begin{array}{c c} 147 \\ 140 \end{array} $	141	288
F +	6.6	19	03.	* *		1904	137	143	283
		19	04,			1905	130	134	271
* *	1.1	19	05,	4.6		1906.	116	138	268
	1.1		06,	4 6		1907	126	143	258
	**		07,	4.6		1908	133	145	271
* *		19	08.	to October 31st,		1909.		143	276
**		19	09,			1910	130 143	151 149	281 292

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB FOR THE YEAR ENDING OCTOBER 31ST, 1910.

Counties. P.O. Address.	Counties.	P.O. Address.
Algoma:	Essex—Continued.	
Barker, Belle	Berthiaume, Dorina Berthiaume, Lionel. Greer, Jas Kerr, Avis Lucier, Thomas	TecumsehComberElmsteadMcGregor.
Brant: Lloyd, Ruth	Meloche, Edmund Penprase, Alfred Petrimoulx, Geo Walker, Achille Swader, Earl Watkins, Hazel	Elmstead. Sandwich. Sandwich. Windsor.
Bruce:	Frontenac:	
Atkinson, Gladys Paisley. Brown, Annie Chesley. Brown, John Ed. Chesley. Green, Jas Chesley.	Barnett, Winnie Barnett, Horace Walker, Lily	Sydenham.
Weiler, Diana Mildmay. McKee, Carl Pinkerton. Thomson, Anabel Southampton.	Grey: Brown, Thos. H Brown, Alma Wilson, Janet	Markdale. Harkaway.
Carleton: Brigham, TomOttawa. Delinelle, VictorOttawa. Dallaire, RomeoOttawa.	Wilson, Elsie Kindree, Earl Gerolamy, Marie Cosgriff, John	Owen Sound.
Evoy, Jas	Grenville: Swayne, Robt Hastings:	Oxford Mills.
Savard, PaulCumming's Bridge. Pommerville, EvaOttawa.	Alore, Francis Freeman, Gertie	Deseronto.
Durham:	Baker, Gerald Dunn, John	Tweed.
Brooks, EffaSolina. McMillan, JosNewcastle. Sheckleton, AlfredBurton.	Doughty, Mary Hough, Ethel Herman, Pearl Johnston, Mary	Eldorado. Hollaway. Stirling.
Dufferin: Grainger, Martha Honeywood.	Ketcheson, Florence Nelson, Ethel Edwards, Mary	eSidney Crossing. Belleville. Boulter.
Dundas:	Hawes, Rosa Courneya, Addie	
Ford, ClariceMountain. Hoy, GertieMountain. Servage, MiltonDunbar.	Smith, Percy Young, Fred McAdam, Wesley . Ward, Albert	Point Ann. Madoc. Marlbank.
Elgin:	Narrie, John	Marmora.
Carpenter, Lena	Huron: Colclough, Lorne Colclough, Hattie Cole, Jean Simmons, Luella Balkwill, Clara Doubledee, Lena	HolmesvilleClintonGorrieExeterWroxeter.
Essex: Bain, Olive	Montgomery, Elsie Marshall, John Marshall, Russell Sours, Gladys	Wroxeter. Hensall. Hensall.

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB.—Continued.

Counties. P.O. Address.	Counties.	P.O. Address.
Huron-Continued.	Middlesex—Continued.	
Steep, PhoebeGoderich.	Steele, Annie	London.
Thompson. Arthur Dungannon.	Laugheed, Eva	London.
Wiggins, Parkie Dungannon.	Windrim, Reta	London.
Halton:	Humphrey, Hazel	London.
Hartley, Clara Milton.	Ryan, Chas	Lucan.
Tate, JamesMilton West.	Allen, Winnie	London
Haldimand:		· · · LOHUOH ·
	Muskoka District :	
Forrester, HarryDunnville. Forrester, AsaDunnville.	Derks, Caroline	Kilworthy.
Sherk, ClaraSouth Cayuga.	Legault, Clarida	Callender.
Duxbury, OralCheapside.	Norfolk:	
Rozell, WillieCanboro.	Cole, Jean	Clinton.
Tobicoe, Jesse	Cole, Rosa	Bookton.
Kent:	Franklin, Sarah	Clear Creek.
Antaya, Jas Williams.	Northumberland:	
Atkinson, DoraStevenson.	Ball, Lisgar	Baltimore
Buller, HarryRidgetown.	Ball, Glenn	Baltimore.
Beckett, SamChatham.	Parker, Clinton	Baltimore.
Adkin, JasBothwell.	Parker Clifford	Baltimore.
Gibson, MaggieDresden.	Lott, Reta	Campbellford.
Meredith, Stella Kent Bridge. Neville, Mayme Dresden.	Pollock, Bessie	Campbellford.
Toll, NovaRidgetown.	Nipissing District:	
Lambton:	Dorschner, Charles	Mattawa.
	Whalen, Loretto	New Liskeard.
Brown, Florence Petrolea.	Slotnik, Louis	Englehart.
Breault, GertieSarnia. Jennings, FrankForest.	Rodhy, Theodore	North Bay.
Mackie, JohnEdy's Mills.	Ontario:	
Leckie, AliceSarnia.	Maynard, John	Uxbridge
Leckie, ElsieSarnia.	,	0 -
Leckie, AlmaSarnia.	Oxford:	-
Squires, EdithWanstead.	McFarlene, Mona	Eastwood.
Wark, Jean	Abrey Irene	Inganuall
Watson, Vern Watford. Chenney, Roy Petrolea.	McMurray, Mirton	Wellhurn
Johnston, OliveSarnia.		· · · · · · · · · · · · · · · · · · ·
Thomas, ClaraWalpole Island.	Peel:	
Lanark:	Curry, Duncan	Burnhamthorpe.
Blake, Fred Almonte.	McLeish, Marjorie	Star.
Hughes, Ernest Carleton Place.	McVean, Katie McVean, Alex	Woodhill.
Jacklin, MyrtleRideau Ferry.	McVean, Archibald	Woodhill
Leggett, Gordon Perth.		Woodinii.
Lincoln:	Parry Sound District:	
Disle, Curtis St. Catharines.	LaFleur, Honore	Cosby.
Heaslip, Myrtle Wellandport.	Prescott and Russell:	
Swick, AmosBeamsville.	Hughes, Iva	Tronducall
Lennox and Addington:	McLaren, Geo.	Kenmore
	McLaren, John	. Kenmore.
Hartwick, ArchieNapanee. Smith, EarlNapanee.	McLaren, Mary	Kenmore
Middlesex:	McLaren, Rachel	Kenmore.
	McDougal, Elsie	Grant.
Courseey, Viola Lucan.	McDougal, Peter	trant.
Fishbien, Sophia London. Fishbien, Eddie London.	Pregent, Leopold	Curran.
Henderson, Gilbert London.	Perth:	
Garside Albert London.	McIntyre, John Ross.	Fullarton.
Hodgins, Mary London.	Prince Edward:	
Hodgins, SadieLondon.	Shannon, Lenna	Picton.
	Chamber, Lenna	1 10 1011.

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB.—Concluded.

Counties. P.O. Address.	Counties. P.O. Address.	
Peterboro':	Wellington:	
Harper, MarionPeterboro'.	Marshall, Jessie Arthur.	
Harper, Madeline Peterboro'.	McQueen, Mary Arthur.	
Charliebois, WalterPeterboro'.	Carter, LizzieGuelph. McLaughlan, WmMount Forest.	
Eastman Alma Peterboro'.	McLaughlan, WmMount Forest.	
O'Brien, Gerald Peterboro'.		
McMillan, Nellie Havelock.	Welland:	
Trethewey, Roy Gooderham.	Caswell, Sylvia Niagara Falls.	
Milligan, Aggie Blairton.	Farr, Jas Marshville.	
Kennaley, Winnifred Peterboro'.	919	
Middleton, Bessie Warsaw.	Wentworth:	
Renfrew:	Salmon, Albert	
Derochie, WallardArnprior.	Etherington, MabelHamilton. Furber, RoyHamilton.	
Whyte, Eleanor Arnprior.	Pipher, Celia	
Whyte, BelleArnprior.	Tait, HaroldHamilton.	
Smith, Ed. Scott Lanark.	Batstone, JesseHamilton.	
Dellaire. Ambrose Perrault.	Webster, ElsieAldershot.	
Hunter, GeoMatawatchan.	Webster, ElizabethAldershot.	
Cousineau, JohnArnprior.		
Dick, Alton	York:	
Schneider, LeonardPembroke.	Brown, Walter Toronto.	
Simcoe:	Barclay, HelenToronto.	
	Baskerville, Silas Toronto.	
Boyle, MaryMidland. Chevrette, DavidLafontaine.	Bowman, EllisToronto. Brown, FredToronto.	
Hall, EwartMidland.	Brown, Lily Toronto.	
Hamilton, AlmaEverett.	Buchan, DrucillaToronto.	
Hamilton, EnieEverett.	Buchan, John Toronto.	
Paddison, Thos Emsdale.	Burley, WmToronto.	
St. Amant. Herman Penetanguishene.	Curtis, Lillian Todmorden.	
Watson, EdnaOrillia.	Eaton, Arthur Toronto.	
Gallinger, EdithLisle.	Fleet, Ellen Toronto.	
Jaynes, WilfredFesserton.	Hazlitt, Dorothy Toronto.	
Jaynes, PerryFesserton. Vallincourt, JosephPenetanguishene.	Hazlitt, Evelyn Toronto. Holbrook, Louisa Toronto.	
Yallincourt, Joseph tenetanguishene.	Kennedy, Muriel Toronto.	
Stormont:	Marks. Jennie Toronto.	
Lalonde, EmmaCornwall.	Marks, JennieToronto. Mason, MyrtleToronto.	
Loper, CyrilMorrisburg.	Moore Dorothy Toronto.	
Morton, Floyd Newington.	Mosher, Archie	
Campbell, MaryAvonmore.	McCallum, RoyStrange.	
ent to D't'	Noble, EdgarToronto.	
Thunder Bay District:	Payne, EddieToronto. Peacock, AdaToronto.	
Munroe, AdaSlate River Valley.	Powell Marion 10ronto.	
Burke, Elsie	Smith Mabel Toronto.	
Smith, WalterFort William.	Watson, Muriel Toronto.	
Smith, Walter Start of the	Wilson ChasToronto.	
Victoria:	Walker, Arthur Toronto.	
Jewell, EnaManilla.	Ellis, W. E Toronto. Patillo, Lenore Toronto.	
Whitworth, Flo Lindsay.	Angelchick, LenaToronto.	
Western, FloLittle Britain.	Dolby, Martha Toronto.	
Coulter, CaliphKirkfield.	Dolby, Martha Toronto. McCann, Grace Toronto.	
	Patton, AnnieToronto.	
Waterloo:	Peirce, FrankToronto.	
Golds, Margaret New Hamburg.	Casey, Lilian Toronto.	
Golds. Chas New Hamburg.	Goulding, ThomasToronto.	
Martin Absalom Water100.	Cornish, Douglas Toronto. Benns, Chas Toronto.	
Underwood, Jonathan. Bridgeport.	Gauthier, Henry Toronto.	
Gabel. ConstanceBerlin.	Lawson Lila Tofonto	
Denham, WilliePreston. Klinkman, MaryNew Hamburg.	Lawson, Gladys Toronto.	
Klinkman, Mary New Hamburg.	Authoray statement of the statement of t	

INSTITUTION FOR DEAF AND DUMB.

Year ending October 31st, 1910.

Cost per Pupil.

Heading of Expenditure.	Total expenditure year ending October 31st, 1910.	Yearly cost per pupil October 31st, 1910.	Weekly cost per pupil October 31st, 1910.
Medical department. Butcher's meat, etc. Flour, etc. Butter and milk. General groceries Fruit and vegetables. Bedding and clothing. Fuel. Light. Laundry, etc. Books and apparatus. Printing, etc Furniture Farm Repairs. Sewerage Water. Miscellaneous. Salaries and Wages.	3,683 32 1,290 58 3,548 60 2,573 09 598 07 660 80 6,730 56 946 42 693 33 594 93 640 26 205 58 699 70 775 81	\$ 1 15 14 62 5 12 14 08 10 21 2 35 2 62 26 75 3 75 2 75 2 36 2 54 82 2 77 3 08 3 57 2 61 113 44	\$ 02 28 10 27 20 05 05 51 07 05 05 05 05 05 05 05 05 05 05 05 05 05
	\$54,218 58	\$215 15	\$4 14

Average number of pupils, 252. Yearly cost per pupil, \$215.15. Weekly cost per pupil, \$4.14.

APPENDIX K-PROVINCIAL NORMAL AND MODEL SCHOOLS

I-PROVINCIAL NORMAL SCHOOL, HAMILTON

JANUARY 1911.

Staff.

Staff.
S. A. Morgan, B.A., D. Pæd Principal: Science of Education. F. F. Macpherson, B.A. Master: English. E. T. Seaton, B.A. Master: Mathematics. J. Voaden, M.A. Master: Science. Julien R. Seavey Instructor: Art. H. A. Stares Instructor: Writing. Miss Clara E. Elliot Instructor: Household Economics. S. J. Huggins Instructor: Physical Culture. A. J. Painter Instructor: Manual Training.
Students Admitted, Session 1910-1911.
Male
Total 198
II—PROVINCIAL NORMAL SCHOOL, LONDON
JANUARY, 1911.
Staff.
S. J. Radcliffe, B.A. Principal: English. John Dearness, M.A. Master: Science and School Management. A. Stevenson, B.A. Master: Science of Education. J. P. Hoag, B.A. Master: Mathematics. S. K. Davidson Instructor: Art. Fred L. Evans Instructor: Wusic. J. W. Westervelt. Instructor: Writing. Miss Allene B. Neville Instructor: Household Economics. Albert Slatter. Instructor: Physical Culture. Sugden Pickles. Instructor: Manual Training.
Students Admitted, Session 1910-1911.
Male 22 Female 184
Total
III—PROVINCIAL NORMAL SCHOOL, NORTH BAY
JANUARY, 1911.
Staff.
A. C. Casselman
Students Admitted, Session 1910-1911.
Male

^{*}See also North Bay Model School, page 284.

IV-PROVINCIAL NORMAL AND MODEL SCHOOLS, OTTAWA

JANUARY 1911.

1. Staff of Normal School.

1. Staff of Normal School.
J. F. White, LL.D
J. W. Gibson, M.A. Master: Science. Roy F. Fleming Instructor: Art. T. A. Brown Instructor: Music. J. C. Logan Instructor: Writing. C. Emery Instructor: Physical Culture. Miss Eliza Bolton Instructor: Kindergarten Principles.
Miss A. E. Robertson
Students Admitted, Session 1910-1911.
Male
Kindergarten Students
Total 193
2. Staff of Normal Model School, Ottawa.
F. A. Jones. B.A. Headmster. McGregor Easson III Form, Boys. C. E. Mark. B.A. II Form, Boys. E. Cluff, B.A. I Form, Boys. Miss M. E. Butterworth First Female Assistant. Miss A. G. Hanahoe III Form, Girls. Miss J. Foster III Form, Girls, Miss A. Delaney Part II Class (Boys and Girls). Miss M. R. Elliott I Form, Girls. Miss Eliza Bolton Kindergarten Directress. Miss A. H. Baker Kindergarten Assistant. Roy F. Fleming Instructor: Art. T. A. Brown Instructor: Music. C. Emery Instructor: Physical Culture. Miss A. E. Robertson Instructor: Writing. J. S. Harterre Instructor: Manual Training. J. M. Fleury Instructor: French. Number of pupils, 1910 331 Number of Kindergarten pupils, 1910 52
V-PROVINCIAL NORMAL SCHOOL, PETERBOROUGH
JANUARY, 1911.
Staff.
Duncan Walker, B.A. Henry G. Park, B.A., D. Pæd. Samuel J. Keyes, B.A., B. Pæd. W. I. Chisholm, M.A. John A. McKone A. F. Hagerman Miss Jessie C. McRae Miss Ethel M. Steinhoff Instructor: Household Economics. Miss Iva J. Coventry Miss Helen Davies Principal: Mathematics Master: Science of Education. Master: Science of Education. Master: Science of Education. Master: English. Master: English. Master: Science of Education. Master: Science of Education. Master: English. Master: Science of Education. Master: Science of Education. Master: English. Master: English. Master: Science of Education. Master: Science of Education. Master: English. Master: English. Master: English. Master: English. Master: Science of Education. Master: Deficit of Education. Master: English.
Students Admitted, Session 1910-1911.
Male

VI—PROVINCIAL NORMAL SCHOOL, STRATFORD

JANUARY, 1911.

Staff.

S. Silcox, B.A., D. PædPrincipal: Science of Education.
S. Silcox, B.A., D. Fæd
J. W. Emery, B.A
J. M. McCutcheon, B.A
H. S. Robertson, B.A., (Tor.) M.A. (Colum.)Master: Mathematics.
J. Bottomley, A.R.C.O
Migg F M Cottle
M . II. I M M M
Mrs. Helen Mayberry
Students Admitted, Session 1910-1911.
M-1. 26
Female 185
Total
10ta1
VII—PROVINCIAL NORMAL AND MODEL SCHOOLS, TORONTO
January, 1911.
1. Staff of Normal School.
Wm. Scott, B.A Principal: History of Education, School
Master: Psychology and English.
D. D. Moshier, B.A., B. Pæd. Master: Mathematics and English. Wm. Prendergast, B.A. Master: Science
David Whyte, B.A
Jas. H. Wilkinson Instructor: Manual Training.
Jas. H. Wilkinson
Miss A. Auta Powell
Miss A. Auta Powell Miss Nina A. Ewing Instructor: Household Economics. Miss Mary E. Macintyre Instructor: Calisthenics.
Miss Mary E. MacIntyre
Mrs. Jean Somers
Mars Emma Machath
Mrs. M. W. BrownInstructor: Reading.

Students Admitted, Session 1910-1911.

							21
Male		 	 • • •	 	 	 	212
Female							
							56
Kindergarten Studen	ts.	 	 	 	 	 	
Total		 	 	 	 	 	289

2. Staff of the Normal Model School, Toronto.

Angus McIntosh	Head Master.
36: 36 36 3	FIRE PERMIT MADE WITH
Miss M. Meenan	First Male Assistant
R. W. Murray, B.A.	Aggistant
Mica Mar K Caultalia	
Milton A Sorgolall	· · · · · ILDOID WILL
Mica A F Laven	ASSIStante
J. T. Mustard	Assistant.
J. T. Mustard	Assistant.
Miss C. E. Kniseley	Accistant.
Miss Alice A. Harding	Aggistant
M: Tillian Darray	ASSIS vali v.
Miss Ellen Cody Mrs. Jean Somers	Instructor: Calisthenics.
Mrs. Jean Somers	Instructor: Needlework
M. D. Machath	IIISUI UCUOI . INCCUIO . OZZZZ
C I M.: E II Dwice R C R	IIIS II UC IOI · DI III.
Jas H. Wilkinson	Instructor: Household Economics.
Miss Nina A. Ewing	M11
Number of pupils in 1910	511
Vumber of Kindergarten nun	ils in 1910 58
Number of Kindergarten pup	

VIII —SUMMARY OF ATTENDANCE AT THE NORMAL SCHOOLS

Normal Schools.	Male students.	Female students.	Total attendance.
Hamilton London *North Bay Ottawa Peterborough Stratford Toronto	23 22 11 18 26 21	175 184 29 170 122 185 212	198 206 29 181 140 211 233
Totals	121	1,077	1,198

Kindergarten students	Ottawa	12
Kindergarten students	Toronto	56
Total		60

^{*}A model school is also conducted in the North Bay Normal School Building (See below).

APPENDIX L-PROVINCIAL MODEL SCHOOLS, 1910

School.	Principal.	Students.								
	· · · · · · · · · · · · · · · · · · ·	Male. Female.		Total attendance.	No. who passed.					
Cornwall Durham Kingston North Bay Orillia Renfrew Totals	A. C. Casselman, B.A A. Barber M. N. Armstrong	3 9 9 1 8 1	27 46 29 10 38 27	30 55 38 11 46 28	28 54 37 11 46 28					

ENGLISH-FRENCH TRAINING SCHOOLS, 1910

Ottawa. number who Sturgeon Falls, "	passed		 	• •	 	 				• •	 ď	 29 3
Total												
Total		 	 		 							29

APPENDIX M-SUPERANNUATED TEACHERS

Continued from Report of 1909.

* I. ALLOWANCES GRANTED DURING 1910.

Register Number.	Name.	Age.	Post Office.	Years of service.	Allowance.
1193 1194 1195 1196 1197 1198 1199 1200	Linton, Chas. B		Hamilton Auburn Wolseley, Sask Toronto Cobourg Orillia Port Perry Mono Road	$19\frac{1}{2}$ $16\frac{1}{2}$ 22 51 $30\frac{1}{2}$ 26 $52\frac{1}{2}$ 33	\$ c. 136 50 113 00 154 00 357 00 213 50 181 50 365 50 231 00

SUMMARY FOR YEARS 1882-1910

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions to the fund.	Amount refunded to teachers.
1882. 1887. 1892. 1897. 1902. 1907. †1909. ‡1910.	456 424 407 375 330	\$ c. 51,000 00 58,295 33 63,750 00 62,800 33 64,244 92 63,018 55 57,280 95 55,926 26	\$ c. 13,501 08 1,489 00 1,313 50 847 00 1,073 50 766 00 536 50 800 10	\$ c. 3,660 10 3,815 80 786 86 620 27 722 78 764 54 116 07 541 23

Two teachers' subscriptions were withdrawn from the fund during the year ending 31st October, 1910.

^{*} As the sum of \$4 is deducted from each Superannuated Teacher's allowance as subscription to the fund, the payments were \$4 less in each case than given in this list.

⁺ For ten months of the year.

[#] For fiscal year ending 31st October.

APPENDIX N-HIGH AND PUBLIC SCHOOL CADET CORPS, 1910

Arthur High School	Name of School.	Number of Officers, N. C. Officers, and Boys present at time of inspection.	Drill.	Remarks of Militia Officers on the efficiency of the Corps.
	Barrie Collegiate Institute. Belleville, Octavia St. Public School. Brantford Collegiate Institute. Brockville Collegiate Institute. Cobourg Collegiate Institute. Cornwall High School. Galt Collegiate Institute. Goderich Collegiate Institute. Goderich Collegiate Institute. *Hamilton Collegiate Institute. *Hamilton Collegiate Institute. Ingersoll Collegiate Institute. Morrisburg Collegiate Institute. Morrisburg Collegiate Institute. Mount Forest High School. Napanee Collegiate Institute Nowood High School. Orillia Collegiate Institute Orangeville High School. *Owen Sound Collegiate Institute Orangeville High School. Peterborough Collegiate Institute. Pett Hope High School Prescott High School Prescott High School Renfrew Collegiate Institute. St. Catharines Collegiate Institute. St. Catharines Collegiate Institute. St. Thomas Collegiate Institute. Strathroy Collegiate Institute. Strathroy Collegiate Institute. Strathroy Collegiate Institute. Strathroy Collegiate Institute. Tillsonburg High School. Toronto: Harboord Collegiate Institute Jarvis Collegiate Institute Jarvis Collegiate Institute Jarvis Collegiate Institute Parkdale Collegiate Institute Parkdale Collegiate Institute Parkdale Collegiate Institute Parkdale Collegiate Institute Parkdale Collegiate Institute Public Schools (11 corps). Uxbridge High School	90 49 58 38 81 71 33 43 46 90 44 51 48 35 41 48 25 27 49 39 52 52 43 125 46 32 43 43 44 51 48 35 41 48 35 41 48 35 41 48 48 49 50 40 60 60 60 60 60 60 60 60 60 6	Good. Very good. Good. Very good. Good. Good. Good. Good. Fair. Good. Good. Good. Good. Very good. Good. Good. Very good. Good. Very good. Good. Very good. Good. Very good. Good. Very good. Good. Very good. Very good. Very good. Very good. Very good. Very good. Very good. Very good. Very good. Fair. Very good. Good.	Satisfactory. Satisfactory. Very satisfactory. Very satisfactory. Very satisfactory. Satisfactory. Very satisfactory. Satisfactory. Satisfactory. Satisfactory. Satisfactory. Very creditable. Satisfactory. Very satisfactory. Very satisfactory. Very satisfactory. Very creditable. Satisfactory. Very creditable. Satisfactory. Creditable& satisfactory Satisfactory. Very creditable. Very satisfactory. Satisfactory.

^{*} No grant paid.

APPENDIX O-LIST OF INSPECTORATES AND INSPECTORS

Inspectorates.	Public School Inspectors.	Post Office.
Algoma District (in part); Towns of Blind River, Bruce Mines, Sault Ste. Marie, Steelton, Thessalon Brant County; Town of Paris Bruce, East; Towns of Chesley, Walkerton, Wiarton; Villages of Hepworth, Tara Bruce, West; Towns of Kincardine, South-	T. W. Standing, B.A John McCool, M.A	Brantford.
ampton; Villages of Lucknow, Paisley, Port Elgin, Teeswater, Tiverton Carleton, East; Village of Eastview	W. F. Bald, B.A	
Carleton, West, and Lanark, East; Towns of Almonte, Carleton Place; Village of Richmond (Joint Inspectorate) Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne	Willis C. Froats, M.A	Carleton Place.
Dundas; Villages of Chesterville, Iro quois, Morrisburg, Winchester Elgin, East; Town of Aylmer; Villages of Springfield, Vienna Elgin, West; City of St. Thomas; Vil	Arthur Brown Welburn Atkin	Morrisburg.
lages of Dutton, Rodney, Port Stanley West Lorne (Joint Inspectorate) Essex, North (No. 1); Town of Sand wich; Village of Belle River; English French Public Schools in the Districts and English-French Roman Catholi Separate Schools in Essex and Ken Counties (Joint Inspectorate)	John A. Taylor, B.A.	
Essex, South (No. 2); Towns of Am herstburg, Essex, Kingsville, Leaming ton	- 5.	,1
Frontenac, South; Villages of Garden Is land, Portsmouth	a a	
Frontenac, North; and Addington (Join Inspectorate)	T I	
Glengarry; Town of Alexandria; Village of Lancaster, Maxville	g .	
Grey, East; Towns of Meaford, Thornbury		
of Chatsworth Grev. South: Towns of Durham, Han	e B. H. H. Burgess, B.A.	
over; Villages of Dundalk, Markdale Neustadt	N. W. Campbell, B.A	. Durham.
vis	· Clarke Moses · · · · · · · · ·	. Caledonia.
koka East; Towns of Kearney, Hunti	Svlvanus Phillips, B.A	Minden.
Halton; Towns of Milton, Oakville; Vi lages of Acton, Burlington, Georgetown	I. J. S. Deacon	Milton.
Hastings Centre; Villages of Madoc, Marmora, Stirling, Tweed	· Wm. Mackintosh	Madoc.

LIST OF INSPECTORATES AND INSPECTORS—Continued

Inspectorates.	Public School Inspectors.	Post Office.
Hastings, South, and City of Belleville; Towns of Deseronto, Trenton (Joint Inspectorate) Hastings, North; Nipissing, South, and Parry Sound, North East, Districts;	H. J. Clarke, B.A.	Belleville.
Town of Powassan; Village of Bancroft (Joint Inspectorate)	E. E. Ingall, B.A	Bancroft.
Wroxeter Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall		
Kent, East; Towns of Blenheim, Both- well, Dresden, Ridgetown; Village of Thamesville		
Kent, West, and City of Chatham; Towns of Tilbury, Wallaceburg (Joint Inspec- torate)		
Lambton, East (No. 2); Town of Petro- lea; Villages of Alvinston, Arkona, Oil Springs, Watford		
Lambton, West (No. 1); Towns of Forest, Sarnia; Villages of Courtright, Point Edward, Thedford, Wyoming		
Lanark, West; Towns of Perth, Smith's Falls; Village of Lanark (Joint Inspectorate)	11	
Lanark, East (see Carleton West). Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, West- port	Wm. Johnston, M.A., LL, B.	Athens
Leeds and Grenville (No. 2); Town of Brockville; Village of Athens (Joint In- spectorate)		
I.eeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kempt- ville, Merrickville (Joint Inspectorate)		
Lennox; Town of Napanee; Villages of Bath, Newburgh (Lennox, see also Frontenac)	D. A. Nesbitt, M.A.	
Lincoln, and Pelham Tp.; Towns of Nia- gara, Thorold; Villages of Beamsville, Grimsby, Merritton, Port Dalhousie		
(Joint Inspectorate) Manitoulin Island, Algoma (in part), District; Towns of Copper Cliff, Gore Bay,		
Little Current, Massey, Webbwood Middlesex, East; Village of Lucan Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig,	John McLaughlin	Gore Bay. London.
Glencoe, Newbury, Wardsville Muskoka, West, District; Towns of Bracebridge, Gravenhurst; Village of		
Port Carling Muskoka, East (see Haliburton). Ninissing, North, District; Towns of Bonfield, Cobalt, Cochrane, Englehart,	H. R. Scovell, B.A	Bracebridge.
Haileybury, Latchford, Mattawa, New Liskeard, North Bay	J. B. McDougall, B.A.	North Bay.

LIST OF INSPECTORATES AND INSPECTORS-Continued

Inspectorates.	Public School Inspectors.	Post Office.
Nipissing, East (see Thunder Bay). Nipissing, South (see Hastings North). Norfolk; Town of Simcoe; Villages of		
Delhi, Port Dover, Port Rowan, Water- ford	H. Frank Cook, B.A	Simcoe.
2; Town of Cobourg; Village of Mill- brook		Cobourg.
3; Town of Campbellford; Villages of Brighton, Colborne, Hastings Northumberland and Durham, West, No.	Robert Boyes	Campbellford.
1; Towns of Bowmanville, Port Hope; Village of Newcastle Ontario, North; Town of Uxbridge; Vil-	W. E. Tilley, M.A., Ph.D.	Bowmanville.
lages of Beaverton, Cannington, Port	R. A. Hutenison, B.A	Uxbridge.
Ontario, South; Towns of Oshawa, WhitbyOxford, North, and City of Woodstock;	R. H. Waiks, B.A.	Brooklin.
Villages of Embro, Tavistock (Joint Inspectorate)	J. M. Cole	Woodstock.
Oxford, South; Towns of Ingersoll, Tillsonburg; Village of Norwich Parry Sound, South, District; Town of	R. A. Paterson, B.A.	Ingersoll.
Parry Sound; Villages of Burk's Falls, Sundridge, South River	J. L. Moore, B.A	Parry Sound.
North). Parry Sound, North-West (see Thunder		
Bay). Parry Sound, South-East (see Halibur ton).		
Peel; Town of Brampton; Villages of Bolton, Streetsville	W. J. Galbraith, B.A.	Brampton.
Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton.	William Irwin, B.A	Stratford.
Perth, South, and City of Stratford (Joint Inspectorate)	James H. Smith, B.A	Stratford.
Peterborough, East; Villages of Havelock Lakefield, Norwood Peterborough, West, and Victoria, East;	Richard Lees, M.A.	Peterborough.
Town of Lindsay; Villages of Bobcay geon, Omemee (Joint Inspectorate) Prescott and Russell; Towns of Hawkes	G. E. Broderick	Lindsay.
bury, Rockland, Vankleek Hill; Vil	W. J. Summerby	Russell.
Prince Edward; Town of Picton; Villages of Bloomfield, Wellington	. G. D. Platt, B.A	Picton.
Rainy River District; City of Port Ar thur; Towns of Dryden, Fort Frances Keewatin, Kenora, Rainy River (Join		
Inspectorate) of Pembroke: Vil	John Ritchie	
lage of Cobden	E. T. White, B.A.	
frew; Village of Eganville	G. G. McNab, M.A.	
wood; Village of Creemore	G. K. Mills, B.A.	Collingwood.

LIST OF INSPECTORATES AND INSPECTORS—Concluded

Inspectorates.	Public School Inspectors.	Post Office.
Simcoe, South-West; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Tottenham Simcoe, East; Towns of Midland, Orillia, Penetanguishene; Village of Coldwater. Stormont; Town of Cornwall; Village of Finch	Rev. Thos. McKee, B.A	Orillia.
Thunder Bay; West Nipissing and North-West Parry Sound, Districts; City of Fort William; Towns of Chelmsford, Sudbury, Sturgeon Falls, Cache Bay (Joint Inspectorate)		
Waterloo (No. 1); Towns of Berlin, Hespeler, Preston, Waterloo; Village of Elmira Waterloo (No. 2); Town of Galt; Villages of Ayr, New Hamburg Welland; City of Niagara Falls; Town of Welland; Villages of Bridgeburg, Chip		
pawa, Fort Erie, Port Colborne. (Thorold Town and Pelham Township are under Lincoln Inspector). (Joint Inspectorate) Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Village of Clifford		
Wellington, South; Villages of Arthur, Drayton, Elora, Erin, Fergus	J. H. Smith	Hamilton.
Villages of Markham, Mimico, Stouff- ville, Weston (Joint Inspectorate) Brantford, City of F Guelph, do V Hamilton do V Kingston, do J	A. L. Campbell, M.A. E. E. C. Kilmer, B.A. Wm. Tytler, B.A. V. H. Ballard, M.A.	Weston. Brantford. Guelph. Hamilton. Kingston.
Donton	C. B. Edwards, B.A. C. H. Putman, B.A., B.Paed. A. Mowat, B.A. C. C. Hetherington ames L. Hughes, Chief Insp'r. V. F. Chapman, B.A. V. H. Elliott, B.A.	London. Ottawa. Peterborough. St. Catharines. Toronto. Toronto.
Windsor, do, and Town of Walkerville	E. W. Bruce, M.A.	

R. C. SEPARATE SCHOOL INSPECTORS

Inspector.	Post Office.	Ju	risdiction.	
J. F. Power, M.A	Toronto, 33, Dalton Rd	Separate Sch	nools.	
Michael O'Brien	Peterborough	66	44	
J. F. Sullivan, B.A	London, 873 Hellmuth Ave.	66	**	
Jas. E. Jones, B.A	Mattawa	66	66	
Telesphore Rochon, B.A	Clarence Creek	English-Fren	ich Separate	Schools.
D. Chenay, M.A.	Windsor	66	46	66
V. Hector Gaboury, B.A	Ottawa, 17 College Ave	66	. "	66
A. Belanger, M.A	Ottawa, 165 Augusta St	66	66	66

CHIEF INSPECTOR OF PUBLIC AND SEPARATE SCHOOLS, AND INSPECTOR OF NORMAL SCHOOLS:

F. W. Merchant, M.A., D.Pæd. Toronto. 592 Jarvis Street.

HIGH SCHOOL INSPECTORS:

- J. E. Wetherell, M.A.....Toronto, 98 Albany Avenue.
- H B. Spotton, M.A., LL.D......Toronto, 426 Markham Street.
- J. A. Houston, M.A......Toronto, 105 Roxborough St.

CONTINUATION SCHOOL INSPECTOR:

MANUAL TRAINING AND TECHNICAL SCHOOL INSPECTOR:

Albert H. Leake..... Eglinton, Glen Grove Ave.

APPENDIX P-LIST OF CERTIFICATES ISSUED BY THE DEPART-MENT OF EDUCATION, 1910

I. Public School Inspectors.

Boyd, Annie Alicia, M.A. Benson, John Edwards, M.A. Bannister, John Arthur, B.A. Campbell, John D. B.A.

Henderson, James Vanwyck, B.A. McKinnon, Charles, B.A. Moore, John Leslie, B.A. Robertson, George A., B.A.

II. HIGH SCHOOL PRINCIPALS AND SPECIALISTS.

Boyd, Annie Alicia, M.A. (Science and Commercial.) Buchanan, John A., B.A. (Commer-Carter, Florence Victoria, B.A. (Moderns and History.) Chapman, William Francis, B.A. Charlesworth, John William, B.A. Collins, Herbert Eugene, B.A. (Moderns and History.) Clyde, William, B.A. Duncan, William Anderson, M.A. Dickenson, Edgar Urwin, B.A. Elliott, Henry E., B.A. Feasby, William Jas., B.A. (French and German.) Gray, Neil Roy, B.A. (Moderns and History.) Harvey, John F., B.A.

Hofferd, George William, B.A. Johnson, Leah B., M.A. (Mathematics.) Leighton, Robert Henry, B.A. McGregor, Annie Kennedy, B.A. MacLean, Allan Edmund, B.A. (English and History.) McMillan, George, M.A. (Science.) McMahon, Frank Oliver, B.A. Mann, Harry Clarke, B.A. Moore, John Leslie, B.A. Nelson, Albert E., B.A. Reid, Thomas E., B.A. Smith, John Chas., B.A. Wethey, Edmund James, B.A. (Mathematics.) Workman, James G., B.A. (Mathematics.) Wright, Robert, B.A.

III. HIGH SCHOOL ASSISTANTS AND SPECIALISTS.

Agla, Mildred Alice. Allen, Mabel E., B.A. (Moderns and History.) Asselstine, Oliver, M.A. (Mathematics.) Anderson, Maud H. Adams, John Hamilton, B.A. Acheson, Geo., M.A. Adie, Jessie Morton, B.A. (Moderns and History.) Bell, M. F. Winifred. Burchell, James E. Caesar, Katharine. Caverhill, Elsie. Chidley, Agnes. (Commercial.) Campbell, Charlotte E.

Campbell, John D., B.A. (Mathematics.) Campbell, Mae Agnes. Carlyle, Jno. A., B.A. (English and History.) Clarke, Bruce W. Clayton, Vivien E. (Commercial.) Cole, Rebecca M. M. Conway, Irene. Cornell, Maurice Leo, M.A. (Mathematics.) Campbell, Geo. Alex. Dafoe, Margaret N., M.A. (Moderns

and History.) Dawson, Margaret M.

De La Mater, Magdalene.

Duncan, Ethel A., B.A. (Moderns and History.)

Dickson, Jean Gibson, B.A. (French and German.)

De Mille, Thorhilda O. A.

Dugit, Rosalie A., M.A.

Elliot, Thos. William, B.A. (Science.)

Eby, Winnifred M.

Edmunds, Lulu J.

Elmslie, Kate.

Edge, Amy Isabelle.

Fletcher, Beatrice L. R., B.A. (Classics.)

Ford, Hellen D.

Freeze, Helen L., B.A.

Goodland, Alma. (Commercial.)

Gregory, Stella, L.

Graves, Elizabeth, B.A. Hally, Isobel Orr, B.A.

Henderson, Henry Robert.

Hickey, Philippa A. V.

Hoover, Edwin Egbert.

Hotson, Aletha L., B.A.

Ireland, Franklin N.

Jeckell, Laura M. Kidd, Truman W., B.A. (Art.)

Lynch, Mary E.

McCormack, Mary Irene, B.A.

McCutcheon, Essie L. F., B.A. (Classics.)

McGregor, Maggie_C., B.A.

McGregor, Robert Lee.

MacVannel, Margaret C. Maclennan, C. Lillie, B.A.

McGuirl, Thomas Henry, B.A. (Art.)

McLeod, Lola, B.A.

McNabb, John C. (Commercial.)

Miller, Everton A., M.A. (Classics.)

Madge, Myrtle.

Moffat, Thomas Edward.

Mott, Stella.

Mulloy, Lulu Eugenia.

Matthews, Jessie Edith, B.A.

Norris, Arthur D., B.A.

O'Donoghue, Mary H., M.A. (Mod-

erns and History.)

Ovens, Winifred E. L., B.A.

Ostrom, Ethel Luella.

Powell, Mrs. Elizabeth G., B.A.

(Mathematics.)

Percy, Herbert Algernon.

Parker, Frances Gray.

Philp, L. Madeline.

Pickering, John Robert.

Rutherford, Mary H.

Smith, Kathleen Edith, B.A.

Smith, Kathrina, B.A. (Moderns and History.)

Smith, John Charles, B.A.

Smith, Isabel Keith, B.A.

Stewart, Kate L., B.A. (English and History.)

Sweet, Frederick George.

Stewart, William Henry.

Stothers, Minerva Evelyn, B.A.

Scott, Carrie Lillian, B.A.

Scrimgeour, William George, B.A. (Science.)

Smith, James M.

Thompson, Helen M., B.A.

Van Alstyne, Susan Amelia, B.A. (Mathematics.)

Ward, Ada Louise, B.A. (Moderns and History.)

White, Harry S.

Wightman, Stanley.

Williamson, James David.

Wilkie, Marion Florence, B.A. (French and German.)

Wilson, Margaret G. E. (Commercial.)

Wheelton, Leonard.

IV. PERMANENT FIRST CLASS CERTIFICATES.

Armstrong, Flossie J. Adams, John Milton. Atkinson, Serena Hester. Awde, Elgin O. Bennett, Alice Maude. Buckingham, Edna.

Butcher, Cecil Ward.

Burrill, Florence A. V. Brunkard, Ethel. Brimicombe, Bessie M. Barber, Etta Louise. Benson, John E. Brown, U. Kathleen. Black, Luella C.

Brydon, Janet Lillian. Beswick, Cora. Black, Lois Georgina. Bowes, Florence. Breen, Agnes Marie. Calhoun, Kathleen. Chapman, Winnifred Irene. Coombes, Myrtle. Cowie, Elsie Claire. Campbell, George Stewart. Challen, Newton Eugene. Coulthard, Annie E. Chapman, Hattie. Code, S. Pearl. Cranston, Elizabeth May. Davidson, Georgina. Diedrich, Mary L. Dolan, Annie Maria. Doyle, Millie Freeman. Dell, Bertha. De Mille, Thorilda, O. A. Forbes, Jennie Florella. Fox, Elizabeth J. Fraser, Lucille. Fox, Mary Louise. Fleck, Margaret Chetwynd. Ferguson, Lillian M. Graham, Edna. Hamilton, Charlotte A. Hall, Margaret May. Henley, Violet E. Harrison, Daisy. Hanna, William Edward. Harry, Frank T. Haynes, Andrew Chester. Hedley, Ella Isabella. Hare, Margaret J. Hudson, Annie Leila. Johnson, Ethel Victoria. Jamieson, William George. Kilgour, Ruby C. Kilner, Mina. Keenan, Thomas. Kinnee, Herbert Clarence. Knox, John K. Lindsay, Bertie Lee. Lannan, Mary Louise. Lavery, William Graham. Latour, Nelson Leckie, Bruce Everton. Leitch, Gertrude B.

McAndless, Lee Gordon. McSherry, Charlotte. MacKay, Emma L. MacKenzie, Edna Irene. McKerlie, Bertha. McCamus, Marion K. McLay, Maud M. Manson, Susie H. Mahon, Nellie L. Mason, Waddington. Molland, Minnie Sutherland. Murday, Arthur Marshall. Murphy, Mary. Montague, William E. Madill, Mabel E. Maus, Florence Elizabeth. Nicholson, Robert Walter. Overholt, B. Percy. Peck, Maud Mary. Perry, Gertrude Maude. Porter, Mildred Luella. Philp, Nellie May. Pigott, Margaret. Pelton, Elizabeth J. Ritchie, Edythe F. Richard, Olive Sadilla. Rogers, William Cruess. Russell, Mina. Russell, Samuel. Robinson, Mary Alberta. Robinson, Harriet. Robinson, Sadie. Rogers, John W. O. Ross, Ada Elsie. Stewart, Agnes Winifred. Stirling, Charlotte. Seldon, E. Annie. Stafford, Inez Gertrude. Stocker, Eva Rose. Summer, Christopher. Scott, Francis McDonald. Sharp, Henrietta. Steele, Walter S. Smith, Margaret. Sorley, Janet L. Scott, Jessie Margaret. Tobin, Lilly S. Taylor, Jennie Evelyn. Thompson, Ida Mabel. Vassie, Janet Laing. Watson, Gretta Thorburn.

Wallace, Norma.
Wilson, Alfred.
Walls, Alice E.
Wallace, Mary Georgina.
Webster, Leah.

Willoughby, Annie J. Whitney, Winnie. Wynne, Charles S. Young, Ralph Henry. Yule, Linton Blair.

V. PERMANENT SECOND CLASS CERTIFICATES.

Allen, Helena. Arthur, Clara M. Allison, Ruby. Anderson, Grace E. Adams, Anna Beatrice. Allan, Lillian Edith. Armstrong, Margaret B. Ault, Mrs. Winnie W. Adams, Mabel Irene. Alexander, Gertrude. Aljoe, Clara Ethel. Ansley, Laura A. Armstrong, Vivia Olive. Adams, Teresa H. Arnold, Ada M. Arthur, Mabel D. Anderson, Elsie P. Ashe, Cecilie F. Allard, Emma. Amoss, Erie Vining. Bell, Lily May. Butler, Rose. Boileau, Albertine M. Bennetto, Susie Estelle. Bartrem, Muriel G. Barberree, Mary M. Bartlett, Edith Maud. Bauslaugh, Effie Belle. Bothwell, E. Florence. Boyle, Helen Gertrude. Braniff, Mary K. Britton, Garnet Percy. Bennett, Alva Richard. Binnie, Bella. Bogue, Bessie. Brown, Jessie Georgina. Browne, Emeretta K. Bell, Ella Jane. Bell, Nina. Bennett, Nellie. Bolster, Muriel N.

Bryson, Jean L.

Burleigh, Nancy.

Beath, Katharine L. Black, Eva Beatrice. Black, Mabel Alice. Blyth, Mary Ellen. Baker, Mabel C. Beamish, Grace. Beaton, W. Grant. Boyd, Emma. Bayne, Annie Pearl. Breen, Minnie. Brennan, Marian. Bulloch, Jeanie D. Bennett, Eliza V. Boismier, Anna. Bell, M. Edna. Branan, Dorothy L. Black, Harriet E. Bartlett, Fabiola. Carnochan, Gertrude. Chanda, Theresa A. Collard, Agnes L. Cook Ada. Culp, Ola Irene. Cornish, Ida. Craig, Dexter M. Cranley, J. Ambrose. Crosby Katharine. Crouch, Ida M. Cuthbertson, Maud. Chapeske, Mary. Caldwell, Hannah E. Carmichael, Sadie E. Cuthbert, Susan B. Clarkson, Annie. Crosby, Clara E. Charbonneau, Ida. Carmichael, Jennie. Carswell, Lizzie. Carruthers, Lillian. Cathcart, Adelaide M. Capling, Ethel Mae. Coughlan, Nellie. Curtin, Agnes A.

Carroll, Opal. Coughlin, Catharine Mary Calvert, Lulu I. M. Chapman, Ethel M. Clark, Robena C. Clinton, Myrtle G. Clunas, Marmaduke. Colling, Leslie J. Crabbe, Ethel Pearl. Cameron, Allison. Carroll, Clara E. Chalmers, Pearl. Chalmers, Ruby. Collver, Bessie. Cornforth, Ada. Cornforth, Winona. Cronin, Loretta. Cadden, Helen. Carpenter, Reta. Carty, John Joseph. Chester, Margaret P. Coghlan, Berta. Cole, Florence. Conley, Louise. Calder, Sarah. Campbell, Annie I. Casselman, Lorena E. Copeland, Ella C. Cameron, Margaret S. Carling, Jean Z. Castle, Mary W. Curry, Ruby Eveline. Cavanaugh, Mary S. Chown, Mabel Edith. Clark, Leila P. Clendennan, Annie J. Colles, Nellie. Dugre, M. Louise. Darcy, Annie May. Davis, Clara Belle. Doyle, Veronica. Dolbear, Alma. Doyle, Gertrude. Daly, Margaret. Devitt, Vera. Doolan, Lizzie. Duncan, Lillie May. Dunn, Annie Blanche. Davidson, Thomas Wm. Dillon, Annie M.

Davies, Mary E.

Dewar, Edith. Drager, Margaret B. Duncan, Lottie. Davidson, Annie C. DeGuerre, Jessie I. Dodds, Anne. Dougall, Mary A. Douse, Constance M. Duke, Mary A. Davis, Lillian. Deans, Agnes May. Dunning, Maud. Dennee, Josephine M. Dewey, Olive C. Davis, Daisy. Duggan, Elizabeth A. Elliott, Bessie. Elvidge, E. May. Evans, Mabel Gertrude. Easton, Ethel Rosamond. Ewald, Emily. Edmison, Marion W. Egan, Isabella. Emmerson, Idela E. Elmhirst, Ada W. J. R. Elliott, Edna I. Fisher, Phebe A. Foord, Myrtle. Furlong, Anna J. Fisher, Dorothy. Flett, Luella C. Faux, Ethel Maud. Freeman, Lillian H. Ferguson, Mary. Freeborn, Olive. Faris, Jean A. Ferguson, Carrie. Ferguson, Winifred M. Farnell, Edna E. Furlong, Agnes L. Ferguson, Mabel. Fox Elsie M. Ferguson, Annie. Fitzgerald, Beatrice M. Frost, Mary E. Girouard, Stella. Gallagher, Mildred I. E. Gove, Annie L. Grassie, Annie M. Gatis, Robert. Gallagher, Katharine E.

Garvin, Mary. Goodman, Sara Eliza. Graham, Morton T. Gummow, Chas. Robt. George, John Alex. Gillespie, Della M. Govenlock, M. Rae. Gillespie, Lynne E. Grant, Marion. Goldring, Ida G. Greenan, Mary. Grant, Lilla M. Gibson, Ida. Gregory, Annie. Green, Anastasia. Gosnell, Mabel. Gray, Florence. Galbraith, Mary. Graham, Effie V. Grothier, Lena A. Gardner, Jenny M. Gibson, Anna B. Girven, May M. Grant, Anna G. Grant, Edith M. Gillies, Flora. Guay, Louise. Garvin, Mollie. Heaslip, Leonard W. Hendershott, Minnie M. Hewitt, Clara. Holmes, Jerry Oliver Honeyford, Sarah L. House, Morgan L. Harper, Nellie Edna. Hill, Alice V. Howard, Winona. Haydon, Eleanor E. Hope, Ethel May. Hortop, Jennie. Husband, Myrtle L. Hamilton, Daisy. Hansield, Nellie. Hare, Anna Caroline. Hawke, Gertrude. Hawkins, Erie T. Humberstone, Mary H. Hall, Gertrude. Hellems, Bertha. Holmes, Etta May.

Hopper, Annie M.

Howard, Frances M. Hamilton, Myrtle T. Heffernan, Kate. Hetherington, Isabel. Hill, Daisy. Horning, Clara E. Howard, Kate. Hartleib, Lillian L. Hartleib, Theo. J. Hockey, Annie B. Hare, Helena H. Hunter, Carrie. Hawley, Ella. Heenan, Henrietta. Hand, Elma B. Harrington, Julia. Hunt Stella. Hodgins, Kathleen. Haines, Emma. Hayes, Olive E. Ingrouille, Edna Emily. Johnston, Birdie Carl. Jamieson, Marion N. Jamieson, Robert E. Jones, Elsie. Johnston, Vina. Jackson, Carrie Ella. Johnston, Rose N. Jones, Bertha. Jordan, Lillian G. Jacques, Ada M. T. Johnston, Isabella B. Johnston, Wilma U. Jordan, Nina O. Justice, Catharine B. Jenkins, Edith. Kelly, Mary M. Knowles, Olive L. Kennedy, Elizabeth. Langan, Kathleen. Loveless, Bertha. Lalonde, Katy M. Lambe, Mabel F. Lillico, Mabel A. Langdon, Marion. Lewis, Ella M. Longthorne, Pearl. Laird, Geraldine S. Leslie, Florence L. Loucks, Jennie E. Londry, Margaret W.

Little, Eva B. Lamont, John L. Lawson, P. Hazel. Lear, Amelia H. Lyall, Mabel E. Logan, William H. Leishman, Mamie. Lamont, Alexander D. Lawson, M. Dell. McCauley, Mary E McClocklin, Susan G. McClure, Sarah. McInnis, Margaret. McCarthy, May. McEachern, Elma C. McKee, Susie, M. McEachan, Agnes. McFarlane, Ida B. McChesney, Lizzie. McGill, Belle M. MacGregor, Ethel. MacGregor, Maude. MacKellar, Georgina. McLarty, J. E. MacDermid, Leila B. MacPherson, Maude. McCann, Frances A. McGillis, Teresa. McIntosh, Mabel G. McMartin, Margaret E. McDermott, Andrew M. McDonald, May. McDonnell, Annie. McEnery, Gertrude. McMullen, Margaret I. McCallum, Tena. McGregor, Anne C. McDonald, Lavina. McDermott, Annie. McFadden, Gertrude. McTaggart, Louie. McWilliam, Jessie S. McDonald, John M. McMahon, Eliza. McCallum, Maggie Jane. McDermott, Edith M. McGill, Edna B. MacDonald, Florence. McFarlane, Lizzie. McLeish, Isabel.

McLeod, Burnetta McKav. MacPherson, Christina. McRorie, Ida P. MacDiarmid, Mary Agnes. MacIntyre, Elizabeth C. McBride, Anna M. McCaul, Ella May. McCaul, Margaret L. McDonald, Anna J. McGill, Myrtle L. McLaughlin, Elizabeth E. McCallum, Mary H. McCullough, Sara M. McCullough, Susie. McDermid, Erle. McDonald, Lillian A. McGill, Eva May. McGuire, Adam W. McKeever, Jessie. McCallum, Georgie K. McIntosh, Catherine. McIntyre, May. McIntyre, Queenie. McKitterick, Elsie May. McLean, Lillian L. MacGillivray, Helen O. McArter, Hannah M. McAuley, Vida M. Millen, Clara L. Miners, Josephine V. Morris, Freida L. Moore, Henrietta. Martin, Mary C. Montgomery, Harvey S. Mills, Jennie. Murdie, Rachel M. Murray, Mary E. Macklin, Evelyn M. Moreau, Elmina. Mulloy, Olive May. Millen, M. Florence. Maltby, Mary Ella. Mitchell, Jean. Moore, Florence Ethel. Morrow, Eva M. Marjeirison, Lilla Violet. Meitz, Anna H. Melburn, Myrtle C. Moorehead, Lila Booth. Moreland, Estella. Murphy, Lucy Elizabeth.

Murray, Tessie V. Mair, Jean. Marshall, Annie. Melvin, Mae J. Miller, John R. Moffatt, William J. Morrison, Jessie A. Morton, Marian. Madden, Edith. Martin, Agnes. Martyn, Katharine. Matthews, Lillian G. May, V. A. Estella. Meek, Florence A. R. Metcalfe, Cora L. Millian, Bertha C. Moffatt, Anna S. B. Moore, Nellie L. Morrison, Edith M. Mortimer, Mary G. Mulroy, Helen C. Munro, Belle. Murphy, Mary. Neilson, Violet Jean. Nichols, Bertha A. Naylor, Alfred A. Nattress, Florence E. Needham, Annie L. Needham, Arabella. Nurse, Ethel M. O'Connor, Jessie. Ovens, Flora. Ovens, Nina. O'Brien, Mary J. Osborne, Florence M. O'Grady, Brigid. Phalen, Catharine. Pollock, Catharine J. Patterson, Ida. Pierce, Violet Pearl. Phillips, Elida L. Piggott, Delphina. Phelan, Frank J. Pearson, Ena A. Pierce, Elma G. Preston, Scharlotte I. Pearce, Edwin H. Preston, Elsie. Peddie, Christina. Perry, Louie D. Petrie, Violet M. J.

Pressey, Erie M. Pickard, Eugenie. Prentice, Fanny M. Quackenbush, Erie. Robinson, Elsie A. Reycraft, Phyllis M. Racknor, Ernest. Ripley, Alberta M. Rae, Mabel Amy. Ryan, Winnifred. Rainey, Amelia H. Rutherford, Elizabeth D. Reburn, Violet. Ridd, Amy. Robb, Kathleen. Ramsden, Florence E. Richardson, Annie E. Robinson, Lilian J. Rogerson, Sarah H. Rush, Mildred E. Reed, Agnes. Roe, Nellie M. Roebuck, Helen A. Reid, Annie M. Rodger Davinia. Rainey, Mabel A. Rixen, Evelyn Alice. Rundle, Elsie E. Riley, Evelyn M. Sutherland, Ella F. Stewart, May M. Sullivan, Ella. Scott, Antionette. Smith, Mrs. Alice G. Sabine, Mabel F. Sinker, Vera M. Sippel, Minnie E. Size, Olive. Sifton, Ellen. Summers, Wesley C. Sexsmith, Lilah. Spence, Rosa Anna. Sheldon, Elizabeth. Strathdee, Jennie. Stewart, Helen Ree. Stafford, Stella E. Sinclair, Gordon J. Spurr, Beulah Maude. Shaw, Minnie C. Shaver, Muriel. Sauve, Eleanor.

Sann, Essie Mae. Sault, Margaret E. Sherman, Nellie. Sickle, Mary K. Smith, Eva Irene. Smith, Hazel Edna. Smith, Jean Elleda. Stafford, Edna. Stewart, Mabel L. Stuart, Charles Edward. Swanston, Elizabeth S. Sawers, Laura H. Shepley, Althea. Stenton, Edith. Stevenson, Mae. Sherlock, Agatha M. Sills, Otta Mabel. Smith, Minnie Alice. Stafford, Mary Frances. Stewart, Ena Robertson. Switzer, Musaetta. Staples, John Geo. Schneuker, Louise B. Shaw, Thorne Wm. Smith, Ida. Smith, Ida K. Spark, Isobel. Sturdy, Fawcett. Shaver, Rowena. Skilling, Gertrude E. Skilling, Mae E. Smale, Lillian M. Smeaton, Kate. Smith, Florence L. Sproule, Olive. Taylor, Mary Florence. Thompson, Frances C. Trenouth, Evelyn A. Thomson, Anna. Thomson, Charlotte. Trick, Hattie E. Thorpe, Edward H. Tucker, Helena M. Thompson, Margaret J. Thompson, Elwood. Thomson, Ida.

Twohey, Kate C. Tench, Alice Maude. Thompson, Isabel Adah. Thompson, Lottie. Troy, Margaret. Taylor, Isabella A. Thomson, Hazel. Verronneault, Euphrasie. Vincent, Walter M. Wallace, Minnie B. White, Garnet C. Woodlan, Myrtle. Walsh, Nora. Wilson, Bessie. Wood, Olive G. Wright, Caroline Pearl. Wallace, Emma G. Walsh, Margaret E. Willis, Winnifred. Walsh, Georgia M. Walton, Mossom. White, Cora. Wilson, Gertrude. Worthington, Alice. Wright, Jennie. Warren, Elsie H. Wight, Ada L. Wilkinson, Annie L. Woodill, Donalda. Wray, Mary Alice. Williams, Arvilla. Wilkins, Clara M. Wilson, Minnie E. Walker, Ella M. Walker, Florence. Williams, Adda L. Woods, May Maud. Walsh, Pearl. White, Clara F. Wood, Ella M. Williams, Dorothy. Welstead, Grace L. Williams, Hattie I. Wallace, Ella M. B. Watts, Bertha Florence. Young, Maud H.

VI. KINDERGARTEN DIRECTORS.

Armstrong, Beatrice. Austin, Annie Reta. Bain, Edna. Bedford, Eva Gladys. Boyd, Ethel. Butler, Perth. Baskerville, Ellie. Cox, Claira. Currie, Bertie. Chadwick, Lilian. Coldwell, Helen J. Craig, Edith M. Crocker, Josephine. Crompton, Grace. Cunningham, Beatrice. Dent, Alice E. De Long, Georgina. English, Reva. Fisher, Julia E. Floody, Olive V. Fontaine, Ethel R. Gustin, Alice L. Gaisford, Evelyn. Gearing, Marguerite. Gerrard, Helen. Hallett, Frances. Harrington, Hattie. Harvey, Alma M. Heal, Edith V. Hodgins, Florence G. Jones, Leila K. Koyl, Hazel.

Lambley, Ethel. Lemon, Helen G. MacPeak, Catherine. Macpherson, Margaret. McKechnie, Mame. Maclean, Mary. Marsh, Elmere. Martin, Mary W. Meikles, Jean. Moffat, Mary S. Murray, Edna E. Nash, Marjorie. Oliphant, Clara. Pickles, Edith M. Pardoe, Eunice S. Pulford, Marion. Ramsay, Helen M. Rankine, Marjory. Redman, Lily. Roy, Ruby E. Rodgers, Clara. Slinn, Annie. Stewart, Lillian. Scroggie, Margaret B. Semmons, Sara Ne'Tamis. Smellie, Mattie. Smith, Ada E. Smith, Nellie I. Sykes, Grace A. Van Camp, Kathleen. Ward, Edna G. Wingham, Alice.

VII. CERTIFICATES IN HOUSEHOLD SCIENCE.

Allen, Jessie A.
Bailey, Lucy E.
Belton, Florence B.
Black, Laura E.
Bryans, Edna.
Balderston, Alice M.
Breed, Gladys M.
Campbell, Kate.
Calhoun, Grace.
Dobson, Gertrude I.
Dickson, Adeline I.
Edwards, Grace M.
Eedy, Irene.

Kennedy, Anna.

Flavelle, Jean L.
Forsyth, Dora F.
Freeman, Garnette (Specialist).
Goldie, Marjorie M.
Green, Charlotte E.
Hales, Winnifred J.
Hogg, Louise D.
Hutchison, Maysie.
Irwin, Sue Candace.
Keough, Margaret (Specialist).
Kendall, Amoret L.
Lamont, Helen R.
Mills, Ruby E.

Marsales, Bessie. McMahen, Eva E. Patterson, Ada. Peace, Lillian S. Preston, C. Lilian (Specialist). Peers, Lois. Pringle, Florence.

Reid, Helen O. Sherwood, Elizabeth A. Stewart, Edith D. Smyth, Marjorie B. Stiven, Georgina G. Stuart, Mabelle.

VIII. COMMERCIAL SPECIALIST CERTIFICATES.

Barker, George A. Bottoms, Emma M. Johnston, Agnes M. Page, John P. Sanders, Charlotte A.

Smith, S. Ada. Shillinglaw, Emily. Tanner, Alice M. Wickett, Laura E.

IX. ART SPECIALIST CERTIFICATE.

Bicknell, Harry E.

X. CERTIFICATES IN MANUAL TRAINING.

Later, Thomas John. Taylor, Frederick.

Rostance, Alfred J. (Specialist). Whiddon, John W.

XI.—PROFESSIONAL CERTIFICATES ISSUED, 1910.

	No. of Caudi- dates.	Extra-mural.	H. School Interim.	Permanent I. Class.	Interim I. Class.	Permanent II. Class.	Interim II. Class.	Limited III. Class (2 yrs).	Limited III. Class (5 yrs).	Kindergarten Directors.	Kindergarten Assistants.
Faculties of Education	282		182	66	79		21				
Normal Schools	1,229	220						135			
Model Schools	203	5							204		
Kindergartens	155									65	64
Interim Certificates made Permanent				60		54					
Certificates issued on pro tanto standing				• • • •			11		13		

Number of Permanent III. Class certificates :- 8.

Number of Provincial Third Class certificates valid for three years:—10.

Number of Expired III. Class certificates and District certificates extended:—1,124.

ELEMENTARY AGRICULTURE AND HORTICULTURE. Number of Certificates issued: -51.

ELEMENTARY INDUSTRIAL ARTS.

Number of Certificates issued: -34.

XII.—TEMPORARY CERTIFICATES ISSUED IN 1910.

Inspectorate.	during	Number during 2nd half year.	Inspectorate.	during	Number during 2nd half year.
Algoma Brant Bruce, E. Bruce, W. Carleton, E. Carleton, W., and Lanark, E. Dufferin Dundas Elgin, E. Elgin, W. Essex, N. Essex, S. Frontenac, S. Frontenac, N., and Addingtor Glengarry Grey, E. Grey, W. Grey, S. Haldimand Haliburton (also see Parry Sd., S.E., and Muskoka, E. Halton Hastings, C. Hastings, C. Hastings, N. (also see Nipis sing, S., and Parry Sd., N.E Huron, E. Huron, E. Huron, E. Kent, W. Lambton, E. Lambton, E. Lambton, E. Lambton, E. Lambton, E. Landton, W. Lanark, W. Leeds and Grenville, No. 1. ""No. 2. ""No. 3. Lennox Lincoln	53 9 9 8 2 8 16 13 5 28 3 2 1 4 6 35 14 12 8	19 2 22 1 14 29 12 3 9 1 53 16 18 38 18 19 12 8 4 20 4 53 8 5 4 4 6 26 15 25 12 16 18 33	Northumberland & Durham—Continued: East, No. 3 West, No. 1 Ontario, N. Ontario, S. Oxford, N. Oxford, S. Parry Sound, S. Parry Sound, N.E Parry Sound, N.W Parry Sound, S.E. Peel Peel Perth, N. Petth, S. Peterborough, E. Peterborough, W, & Victoria, E. Prescott and Russell Prince Edward. Rainy River Renfrew, N. Renfrew, S. Simcoe, N. Simcoe, S.W Simcoe, S.W Simcoe, E. Stormont Thunder Bay(also see Nipissing W, and Parry Sd., N.W. Victoria, W. Waterloo, No. 1. Waterloo, No. 2. Welland Wellington, N. Wellington, S. Wentworth. York, N. York, S. Separate School Inspector-	5 9 4 4 3 7 2 2 2 4	12 21 13 6 3 4 10 11 10 8 12 4 1 20 9 26 17 22 11 10 10 4 13 5 11 10
Manitoulin, etc. Middlesex, E. Middlesex, W. Muskoka, E. Muskoka, W. Nipissing, N. Nipissing, W.	5 2 . 15 . 16 . 1	. 18 11 11 11 7	ates: Inspector Power Inspector Sullivan. Inspector Gaboury Inspector Jones Inspector Belanger Inspector O'Brien	5 32 8 1	10 6 82 15 5 2
Nipissing, S	: 9	14	Totals		1,122

3,386 50

APPENDIX Q-FINANCIAL STATEMENTS OF THE FACULTIES OF EDUCATION

I.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION

FINANCIAL STATEMENT FOR THE YEAR ENDING 30TH JUNE, 1910.

Fees

	_	\$ 18,386 50
Expenditures.	_	
1. Salaries:—		
 W. Pakenham, Dean of the Faculty and Professor of the History and Science of Education, 12 mos. to 30th June. H. T. J. Coleman, Associate Professor, 12 mos. to 30th June. L. E. Embree, Supervisor (Sessional) 	\$3,400 00 2,700 00 250 00	
J. L. Hughes, Supervisor (Sessional)	250 00	
Instructors in Methods and Critics (Sessional):		
R. A. Gray	200 00	
W. E. Groves	200 00	
Henry Ward	200 00	
J. W. Barton	100 00	
H. J. Crawford	100 00	
R. H. Eldon	100 00	
W. C. Ferguson	100 00	
E. W. Hagarty	100 00	
Miss J. S. Hillock Miss G. Lawler	100 00	
Carl Lehmann	100 00	
Miss M. S. Macdonald	$100 \ 00$ $100 \ 00$	
W. E. Macpherson	100 00	
Llewellyn Rees	100 00	
W. L. Richardson	100 00	
Miss J. P. Semple	100 00	
G. A. Smith	100 00	
Miss M. L. Balmer	50 00	
Miss N. Baskerville	50 00	
Miss M. Bell	50 00	
Miss M. G. Bristol	50 00	
Miss R. M. Church L. J. Clarke	50 00	
Miss A. E. Cullen	50 00	
A. W. R. Doan	$50 00 \\ 50 00$	
Miss A. A. Harding	50 00	
T. J. Ivey	50 00	
MISS E. M. Jolley	50 00	
MISS K. M. Knowles	50 00	
W. J. Lougheed	50 00	
J. H. Mills	50 00	
Miss A. F. Mitchell	50 00	
H. S. Mott Miss P. Stephen	50 00	
Miss I. M. Stewart	50 00	
E. H. A. Watson	50 00	
n. wightman	$50 00 \\ 50 00$	
MISS A. WHISON	50 00	
MISS IA. A. FAWCELL	25 00	
MISS E. M. McConnell	25 00	
MISS I. RICHARUSON	2 5 00	
Miss L. M. Starrette	25 00	

2.	Maintenance:— City of Toronto Board of Education, for use of City Schools	\$4, 500	00
	Examinations: Paid to Examiners	990	63
	Library:		
	Proportion of Library appropriation expended for Faculty of Education purposes	611	40
	Office expenses, printing, postage and supplies	912	28
	Clerical Assistance: Stenographer, etc.	529	85
	Contingencies	13	71
	_	\$17,307	87
	To the above there requires to be added the Faculty's share of the expenses of general administration, including salaries of administrative officers, maintenance of building, library, gymnasium,		
	telephones, examination supplies, diplomas, etc., estimated at	4,000	00
	_	\$21,307	87
	-		

Certified, F. A. MOURÉ, Bursar.

II —UNIVERSITY OF QUEEN'S COLLEGE FACULTY OF EDUCATION

FINANCIAL STATEMENT FOR YEAR ENDING 31ST DECEMBER, 1910.

RECEIPTS.

ILECEII IS.		
Ontario Government \$12,000 00 Fees 908 00 Supplies 6 60	\$12,914 6	80
		_
Expenditures.		
Overexpended, 1909	\$662 4	6
Salaries: C. F. Lavell \$1,875 00 O. J. Stevenson 1,350 00 Dean Ellis 1,500 00 Prof. S. Laird 625 00 A. A. Jordan 100 00 J. R. Stuart 658 37 J. Dawson (Gymn.) 50 00 A. T. Hatch 50 00 Victoria Wiltshire 50 00 Nora Ross 50 00 Leslie Carter 400 00	6,708 8	37
Board of Education as per agreement	4,839 4	14
Travelling expenses, A. Shortt \$24 00 G. Y. Chown 29 90 Principal Gordon 24 00 W. F. Nickle 3 00 W. W. Charters 67 35	148 2	25

Presiding Examiners	\$118	29
Printing and Stationery, John Smith \$13 00 Kirkpatrick Art Store 3 30 Jackson Press 146 40 R. Uglow & Co. 8 95 A. J. Reading 4 32 Stamps 50 00 Florence Macgillivray 3 75	229	79
	229	12
Office Furniture and Equipment, W. A. Spriggs		
	27	63
Library, Miss L. Saunders	125	00
Telegraph, Telephone, etc., G. N. W. Telegraph		25
Surplus	\$12,859 55	41 19
	\$12,914	60

Examined and found correct,

J. F. LESLIE, Auditor.

Kingston, January 9th, 1911.

APPENDIX R-ANNUAL REPORT OF THE HISTORIOGRAPHER OF THE DEPARTMENT OF EDUCATION OF THE PROVINCE OF ONTARIO, FOR THE YEAR 1910

The Auxiliary Educationists, or Promoters of Educational Legislation in the Early Days of the House of Assembly and Legislative Council of Upper Canada.

To the Honourable R. A. Pyne, M.D., LL.D., M.P.P., Minister of Education:

Sir,—In my Annual Report of 1908, I pointed out how much we were indebted to the United Empire Loyalists, who migrated to these Provinces, for the promotion of such education and schools as were enjoyed by the Settlers in the early days of what was then regarded and known as British America, and especially in that portion of it known as New Brunswick,—the Reverend Doctor Ryerson being himself the Son of one of the U. E. Loyalists of that Province.

Not only were we indebted to these Loyalist Pioneers for the germ of our early educational facilities, such as they were, but, as time went on, we were also indebted to those of them, with others, who became Members of the Legislature, for the active promotion, by speech and resolution, of the subject of education in the

House of Assembly.

In those early days the more active and intelligent members of the community felt impelled to do what they could to advance the cause of education and to pro-

vide schools for the children of the settlers.

There was also another class of men, prominent in public life, who took an active part in educational affairs, but invariably that section of it which was of a higher type, such as Colleges and Universities. Of these men the chief, and confessedly the foremost one who took part in these parliamentary proceedings and discussions, was the Reverend Doctor Strachan; he and the Honourables William Morris, P. B. de Blaquiere, Henry Sherwood; also the Honourables Robert Baldwin, William H. Draper and Francis Hincks (when they did not act as members of the Government). The Reverend Dr. Ryerson also drafted a University Bill in 1860, on his own account, and not as an Officer of the Government.

Although this class of Educational legislation was not successful, it nevertheless contributed largely to the promotion of Education of the times. As such these noted men may be regarded in the best sense as auxiliary, or coajutor, educationists equally with the Government, as they were practical and able promoters of

the same great cause.

So strongly impressed was I, in studying the early history of this Province, of the desirability of doing full justice to the enlightened public men of those days, that I have endeavoured, in this Report, to give such brief details of their important, practical work, in the matter of education, that I have devoted a little extra space to the subject.

It was a most praiseworthy act of our first Governor, Simcoe, to issue a Proclamation, in 1783, cordially inviting the United Empire Loyalists to come to

Canada, where they would receive grants of land on their arrival.

This noble body of men not only brought with them, as Pioneers, to a new and unknown land, the spirit of an active and devoted loyalty, but a zeal for education which was then the pride of New England, from which they had chiefly come.

These, our United Empire Loyalist forefathers, "kept their loyalty unshaken, unseduced, unterrified," "during seven long years of conflicts and sufferings; and

that loyalty, with a courage and enterprise, and under privations and toils, unsurpassed in human history, sought a refuge and a home in the wilderness of Canada, felled the forests of our country, and laid the foundation of its institutions, its freedom and prosperity."

Thus was it with our lovalist forefathers. There was no class of Settlers of the old British-American Colonies more decided and earnest than they were, in claiming the rights of British subjects; yet when, instead of maintaining the rights of British subjects, it was proposed to them to renounce the allegiance of British subjects and destroy the unity of the Empire, they emphatically answered



Governor Simcoe (From "Lieutenant-Governors of Upper Canada" by D. B. Read, Q.C.)

"No," and were ever true to their loyalty, and adhered to the unity of the Empire at the sacrifice of property and home, and often of life itself. Of them might be said, what Milton says of Abdiel, amid the revolting hosts:

"Abdiel, faithful found: Unshaken, unseduced, unterrified, His loyalty he kept."

Thus, the question which naturally arises is easily answered: What first awakened the desire to establish Schools and promote education in this Province? In his Address, at the opening of King's College, (now the University of Toronto), in 1843, the Right Reverend Doctor Strachan, himself a prominent Educationist in Upper Canada, answers the question. He says:

"When the Independence of the United States of America was recognized by Great Britain in the peace of 1783, this Province became the asylum of those faithful subjects of the Crown, who had, during the Revolutionary War, adhered to their King and the 'Unity of the Empire.' And it is pleasing to remark, that in 1789—a little more than five years after their first settlement—they presented a Memorial to His Excellency Lord Dorchester, (Sir Guy Carleton,) then Governor-General of British North America, on the subject of education; in which, after lamenting the state of their children growing up without any instruction, religious or secular, they requested His Lordship to establish a respectable Seminary at Kingston, which was, at that early period, the principal town in this division of the Colony of Canada. To this representation Lord Dorchester paid immediate attention, and gave directions to the Surveyor-General to set apart eligible portions of land for the future support of Schools in all the new settlements."

It is gratifying to know that the United Empire Loyalists from New England, who settled Upper Canada in 1783-1788, were true to their early British Colonial convictions and instincts, as to the necessity of Schools for their children. They carried with them that English love for learning, for its own sake, which characterized the founders of Massachusetts. President Walker, of Harvard Uni-

versity, in his Inaugaural Address of 1853, said:

"What most distinguishes the early English settlers of Massachusetts, is the interest and care they took in education, and especially in the institution of a system of Common Schools, to be sustained at the public charge. Here they were first. In other things they thought wisely and acted nobly; but in this and perhaps in this alone, they were original."

As to the British origin and character of these New England Schools, General Eaton, for so many year the distinguished United States Commissioner of

Education, at Washington, in his comprehensive Report of 1875, says:

"History with hardly a dissenting voice, accords to the English Colonists of New England, the credit of having developed those forms of action, in reference to the education of children, which contained more than any other the distinct fea-

tures of the systems which have been adopted in this Country."

Owing to the fact that the Imperial Grant of Lands in 1797 for the Promotion of Education in Upper Canada was limited in its application to the District Grammar Schools and Educational Institutions of a higher character, no provision whatever was made in those days for the establishment, or promotion of elementary Schools.

To regulate the Grammar Schools, under the Imperial Grant of 1797, an Act was passed by the Legislature in 1809, but nothing was done in the matter of

Elementary Schools for the scattered Settlers in the outlying Townships.

At length, owing to a combined effort on the part of the United Empire Loyalists, aided by the Reverend Doctor Strachan [true to his Scotch instincts in favour of Parish Schools] and the Reverend Robert Addison, of Niagara, an effort was made in 1815 to awaken an interest in the subject among Members of the House of Assembly.

In one of the Private Letter Books (1812 to 1834) of the late Bishop Strachan, which has been kindly lent to me, I find the following Document headed: "Report on Education," with the copy of a "Memorial" attached, signed by Doctor Strachan, and by the late Reverend Robert Addison, of Niagara, addressed in February, 1815, to Sir Gordon Drummond, President of Upper Canada.

A large portion of the Memorial seems to have been embodied in a Report, presented to the House of Assembly, on the 27th of February, 1816, by a Select

Committee of that House, and signed by Mr. James Durand, as Chairman. A good deal of the argument used in the Report, in favour of the education of the Youth of Canada, is reproduced by Doctor Strachan in his elaborate statement to Sir Peregrine Maitland, in March, 1826, in favour of a Provincial University. He also embodied a good deal of its substance in his notable "Appeal . . . in behalf of the University in Upper Canada," which he published in England in 1827, and which led to the issue of the Royal Charter for King's College in that year.

This report on Education in 1815 was in the form of a series of Resolutions, quite "United Empire Loyalist" in their character, and which were afterwards embodied in a Memorial to the Legislature as follows:

To Lieutenant-General Drummond, commanding His Majesty's Forces in Upper Canada, and President, administering the Government of the Province.—

The Memorial of the Reverend Robert Addison, Minister of the Church of England and Ireland, at Niagara, and of the Reverend Doctor Strachan, Minister of the Church of England and Ireland, at York, Upper Canada, humbly sheweth:

- 1. That your Memorialists have taken the state of Education in this Province into their consideration, and beg leave to remark:
- 2. That eight District Grammar Schools are the only establishments in the Province for the Education of youth.
- 3. That these Schools, though very useful, are insufficient for instructing the children of the whole population of the Province.
- 4. That there is no higher Seminary at which young men can receive a liberal education.
- 5. That, in order to promote the general instruction of the people, it appears expedient:—
- (1) To establish a University, where the Arts and Sciences may be taught to the youth of all Religious Denominations.
 - (2) To continue and cherish the District Grammar Schools.
- (3) To establish Common Schools in all the populous Townships throughout the Province.
- 6. That such a plan of general instruction will supersede the necessity of sending young men out of the Province to the United States to finish their education, which has been found both dangerous and inconvenient.
- 7. That those of our youth who have been sent to the United States commonly learn little beyond anarchy in politics, and infidelity in religion.
- 8. That very few parents can support the expense of sending their children for education in England.
- 9. That it is only by a well instructed population that we can expect to preserve our excellent Constitution, and our connection with the British Empire, or give that respectability to the Province, which arises from an intelligent Magistracy, and from having public situations filled with men of information.
- 10. That a Paper, hereto annexed, points out the way of gradually forming this general establishment of education, without any expense to the British nation.

11. That Your Honour's exertions, in bringing this plan of Education under the favourable consideration of His Majesty's Government can never be forgotten, while it continues in active operation, and will add another to the many powerful claims of Your Honour to the gratitude of the Province. And your Memorialists will ever pray,

JOHN STRACHAN. ROBERT ADDISON.

York, 26th of February, 1815.

The result of this appeal to the Lieutenant-Governor, which he transmitted to the House of Assembly, was that several Members of the House took the matter up, and through their exertions an Act establishing Elementary Schools in the various settlements of the Province was passed in 1816. Among the more active and energetic Members of the House, who took up the subject of Education warmly, were Mr. Mahlon Burwell and Doctor Charles Duncombe, who acted, as was then the custom, entirely on their own responsibility and without reference to the Government.

This action on the part of the Reverend Doctor Strachan and the Reverend Robert Addison prompted Mr. Mahlon Burwell, a native of New Jersey, then an independent Member of the House of Assembly, to move (and in doing so he was successful), that the District Grammar School Act be so modified that part of the Imperial Grammar School Grant be applied to the establishment of Elementary Schools in the various settled Townships of the Province.

It was at this period of our Provincial History that the antagonism between the Legislative Council and the House of Assembly in matters of Education legislation first developed itself. This Council was chiefly composed of Members of the leading families in the Town of York, and, with the Members of the Executive Government, formed what was then known and designated as the "Family Compact." Between it and the popular Branch of the Legislature there was constant warfare on subjects involving the principle of popular rights, a conflict which ultimately led to the Rebellion of 1837.

The opposition to Mr. Burwell's Bill for the repeal of the District Grammar School Act, and its modifications in favour of Elementary Schools, partook largely of that character, as the Grammar Schools were almost exclusively frequented by the children of the more wealthy classes and of the Officials. The Bill, although passed by the House of Assembly, was rejected by the Legislative Council.

While the Legislative Council thus refused to assent to the repeal of the Grammar School Act of 1807, it sought, at the instance of the Honourable Richard Cartwright, to extend its operations, and thus to give it a wider scope. A Bill to this effect passed the Legislative Council in 1811, but the House of Assembly, in turn, refused its concurrence in the measure. The Legislative Council was equally decided in again refusing its assent to repeal the Grammar School Bill of the House of Assembly during the same Session. Thus the antagonism between the two Houses continued, and an educational deadlock occurred again between the two Houses in 1811.

The consequence of this state of things was that a desire to establish private Academies and Schools arose in several places. The Ernesttown (Bath) Academy was the first decided movement in that direction. The Midland District School Society was also formed in 1814-15.

The House of Assembly did not, however, relax its efforts to repeal the Act of 1807, nor did the Legislative Council cease to promote the passage of a more

expansive Grammar School Act, so as to meet the growing want of the community for more Schools. The result was that the deadlock was relaxed, and an understanding was gradually arrived at in both Houses to meet the demand for Elementary Schools. They finally agreed to do in 1816 (what should have been done years before), and that was to pass an Act designed to supply a want long felt in the establishment of Primary Schools throughout the Province.

After the passage of the first Common School Act of 1816, The Right Reverend Alexander Macdonell, Roman Catholic Bishop of Regiopolis (Kingston), addressed a series of Letters to Lord Bathurst, Colonial Secretary, on the subject of the establishment of Schools for Roman Catholics in Upper Canada. In response to his appeal, a grant was made in support of some Schools which had been established by the Bishop. For his valuable services to the Government in the War of 1812, for which he was in receipt of a pension, the request of the Bishop was fav-

ourably regarded.

Long prior to the period when "Responsible Government" became the rule in the management of the Colonies, the subject of education took its chance with other public questions in the House of Assembly. Now and then an independent Member, with a personal zeal for the cause, inspired by the local efforts of the United Empire Loyalist Settlers to establish Schools, would bring the matter up in the House of Assembly, and seek to influence its Members to promote the cause by some general measure on the subject. Apart from the active efforts of the Reverend Doctor Strachan to establish a University, no men exerted a larger, or more potent influence in the House of Assembly, in the matter of Education, than did Mahlon Burwell, M.P.P., and Doctor Charles Duncombe, also an M.P.P.

Popular Education, however, as that subject is understood at the present day, did not receive much attention in the early Provincial days of Upper Canada. It was looked upon and was advocated as desirable, but as subsidiary to a higher class of Schools for the education of the children of the more wealthy and of the Officials of the Province.

Thus, in 1796, the House of Assembly petitioned the King to make an imperial grant of lands, for the Promotion of District "Grammar Schools, and of a College, or University." The grant was made so far as Grammar Schools were concerned, but not for the "College, or University." It was provided, however, that, in due process of time, "Seminaries of a larger and more comprehensive nature" might be established. It was then that the Grammar Schools and Private Schools, which were established in various places, supplied the want of education which was gen-

erally felt.

Although the subject of the Grammar Schools and their management occupied the attention of the Legislature in 1804 and 1806, yet the Bills on the subject failed to pass. In 1807, however, a comprehensive District Grammar School Bill received the sanction of both Houses of the Legislature, in which provision was made for the management of these Schools by Seven Trustees for each School, to be appointed by the Government.

The subject of Elementary Education was very much discussed at the same time in the House of Assembly, and Resolutions were passed which declared that the "education of Youth was highly necessary in this Province," but no legislation took place on the subject, beyond the introduction of Bills by independent Members, who thus acted as auxiliary educationists, designed to promote the establishment of Common Schools, but which, however, failed to pass. Nothing further was done in the matter until 1814-15, when a Society was formed in the Midland District to promote the establishment of Elementary Schools, and money was subscribed

in England with a view to aid the Society to promote the "education of the Poor in Upper and Lower Canada." At length, in 1816, a Common School Bill was

passed by the Legislature which provided that:-

The people were "to meet together" in any Town, Village, or Township, "to make arrangements for establishing Common Schools in such Town, Village, or Township," and that three fit and discreet persons, "chosen as Trustees," were to examine "into the moral character of any person willing to become a Teacher, and

appoint him."

For the support of these Schools the Legislature, at the instance of the Government, made a Grant of £6,000 (\$24,000) a year. The Government was also authorized to support a Board of Education for each District, to which the Common School Trustees were to report, and the District Board in turn were required to report to the Government, through the Provincial Secretary. It was in this way that the Provincial Secretary practically came to be in charge of the Common Schools of the Province until 1841, when an Assistant Superintendent of Education for each Province of Upper and Lower Canada was appointed by the Government.

Thus in 1816, nearly twenty years after the House of Assembly had petitioned the King for a Grant of Land, by the sale of which a Grammar School might be established in each District of the Province, a practical movement was made to supply the Settlers with Common Schools in the Townships, by which they might

educate their children.

As, not at this time, or for many years afterwards, such a system as that of "Responsible Government," as it was designated, existed, each Member of the Legislature felt perfectly free to initiate such legislation on any subject as he desired. A few Members only availed themselves of this privilege, and in this way, by common consent, they became the recognized Leaders of those in the Legislature who were anxious to promote the cause of Education in the Province. Of these voluntary Leaders, the most noted were Mr. Mahlon Burwell and Doctor Charles Duncombe.

Mr. Mahlon Burwell represented the Counties of Oxford and Middlesex in 1813, 1817, 1820, and 1831, and the Town of London in 1836. He was born in the State of New Jersey, but came to Upper Canada in 1796, with his father, Mr. James Burwell. They settled first at Fort Erie, then at Long Point, and finally removed to the Talbot Settlement in 1810. Mahlon Burwell was a near neighbour, and for a long time right-hand man of the noted Colonel Talbot of Port Talbot. He was a Surveyor by profession, and, in 1810, surveyed the Townships of Malahide, Bayham, and part of the then Village of London.

Few men exerted themselves more, or to better purpose, in the cause of Education than did Mr. Burwell, during the time he was a Member of the old Upper

Canada Legislature, in 1831-1838.

Amongst the many motions relating to Education which were moved by Mr. Burwell in the House of Assembly from time to time was the following important one, which was concurred in by the House in February, 1831:-

"That a standing Committee be appointed, on the subject of Education gen-

erally in this Province. . . .

"That it be a principal duty and business of the Committee to enquire whether an appropriation of 50,000 acres of Land was not made, in virtue of a joint address of both Houses of the Provincial Parliament, adopted at their Session of 1797, and whether the same is not subject to the control of the Legislature of this Province; to enquire if anything, and what, has been done with the Lands, or any part of them.

"That the said Committee do enquire in what way the several Grammar Schools of the Province can best be endowed with portions of the said Lands, so as to render them more efficient and fitting for the improvement of the rising generation than they are at present."

Such were the comprehensive terms of a Motion which gave to the subject of Education a status in the House of Assembly at the time, by making a Committee on the subject a Standing Committee of the House, and clothing it with important powers.

In 1832, and again in 1833 Mr. Burwell introduced a Bill "for the establishment and support of Common Schools throughout the Province." They were printed but not proceeded with, his object clearly being to keep the subject before the House and to promote discussion on it. In this he succeeded, as many Members of the House of Assembly were fully alive to the importance of the question.

After repealing existing School Acts, the Bill proposed the establishment of a Fund, to be called, "The Common School Fund," to consist of such sum, or sums, of money, as may annually be appropriated by the Legislature, out of the Provincial Revenues, and the moneys arising from the sale, or leasing, of Common School Lands; also, of an amount equal to the Legislative appropriations: "to be raised by Assessment by order of the Quarter Sessions in their respective Districts on the rateable property, in the same manner as other assessments are now raised, levied, and collected."

A review and criticism of Mr. Burwell's Common School Bill of 1833, by the Reverend Egerton Ryerson is given in the *Christian Guardian* of the 15th of January, 1834. Coming from such a source, this review and criticism are of special interest and value, as the Writer was, years afterwards, the framer of several of such School Bills himself. The review is as follows:—

Colonel Burwell's School Bill of 1833,—This Bill is designed "for the regulation of Common Schools in this Province." It is, unquestionable, the result of much study and labour; and it evidently contemplates the extension of education to the poorer, as well as to the richer classes, under Regulations adapted to their circumstances. Its principal provisions are: 1. The establishment of a Common School Fund. 2. The appointment of a General Board of Education and also, District Boards of Education, with their respective powers and duties. 3. It provides for the election of Township School Commissioners, and Local School Trustees, and fixes their duties. 4. It lays down the principles and regulations for the distribution of moneys. The Bill contains 24 clauses, but the above are the leading features of it.

Doctor Charles Duncombe was another of the active educational Members of the House of Assembly and he promoted discussions of Education in the House.

From his first entry into the Legislature, Doctor Charles Duncombe, as M.P.P., for the County of Norfolk, took up warmly the cause of popular Education. In this he was actively supported by two other medical men—Doctor Thomas D. Morrison and Doctor Thomas Bruce, who were also Members of the House of Assembly at that time.

Doctor Charles Duncombe's first motion in the House of Assembly, (on the 13th December, 1831), was for an address to the Lieutenant-Governor, urging the setting apart of a sufficient quantity of the Public Lands of the Province to form a pern anent fund for the support and maintenance of Common Schools. His motion, was, however, defeated.

The motion contained the following reason for its adoption:-

"If provision were made for the liberal and punctual payment of Common School Teachers. . . the teaching of Common Schools would soon become a regular and respectable calling, gentlemanly, well-educated persons would not be ashamed to take charge of youth, the Schools would be no longer vacant, nor the scholars ignorant. Upper Canada would then form a national character that would command respect abroad and ensure peace, prosperity and happiness at home, perpetuate attachment to British principles and British Institutions, and enable posterity to value, as they ought, the inestimable blessings of our glorious Constitution."

Doctor Charles Duncombe, with a prescience of the future and of the necessities of the case (which were not then recognized, nor for many years afterwards), strongly urged, as did other Members of the House of Assembly, that at least one million acres of the "waste lands" of the Province should be set apart for the

support of Common Schools.

It is gratifying to know that, although defeated at the time, Doctor Duncombe's efforts bore fruit nearly twenty years afterwards,—in 1850— when the Honourable William Hamilton Merritt, then President of the Executive Council, introduced and had a Bill passed by the Legislature setting apart 1,000,000 acres of the Crown Lands for the permanent endowment of Public Schools in United Canada.

The Motion of 1831, was negatived. Doctor Duncombe was, however, determined not to be beaten. Mr. David Burn and other friends of his in the County of Oxford, got up a petition to the Legislature on the subjects, and, on the 21st December, a week after his motion was defeated, Doctor Duncombe had this Peti-

tion referred to a Select Committee for report thereon.

On the 26th December, 1831, an elaborate Report on the Petition was brought in by Doctor Duncombe himself, as Chairman of the Committee. In that Report the whole subject was gone into fully, and a scheme elaborated by which the 1,000,000 acres of Land were proposed to be hypothecated in advance, so that by the issue of Debentures for \$500,000, redeemable in ten, fifteen and twenty years, a sufficient sum would be at once realized on the prospective value of these lands to form a permanent fund for the support of Common Schools.

This Report (as did the rejected motion), placed on record a few facts and principles which are interesting in the light of to-day. The Report stated that:—

"The Common Schools of this Province are generally in so deplorable a state

that they scarcely deserve the name of Schools."

It recommended that the Common School Law of the Province be so amended that hereafter the School Grant be paid only to "Organized Schools, taught by a person who had a Certificate from the District Board of Education, or School In-

spector, of his, or her, ability to teach a Common School."

It also urged that the Common School Fund should be large enough, with the local contributions, to provide an ample stipend for Teachers, "so that Common School Teaching, instead of being a mere matter of convenience to transient persons, or common idlers, would become a regular, respectable business in the hands of gentlemanly, well-educated persons. For surely the foundation of the minds of our children (on which must depend the happiness or misery we are to enjoy with them), and their own success in life, is a business worthy to be respectable, worthy of the patronage of man in the highest walks of life."

For the remaining four years during which Doctor Duncombe was a Member of the Legislature, his efforts to promote the cause of Education were unceasing. With the exception of Mr. Burwell (also a Member), who devoted himself almost

entirely to the interests of Education in the House, none excelled Doctor Duncombe in his zeal for the cause of Public Education. His efforts were chiefly directed to awaken an interest among his fellow Members, in the subject generally, and especially on behalf of the Education of the Deaf and Dumb, of those in Asylums for the Insane, and in Prison for Discipline and similar matters. At length his efforts, in the Session of 1835, culminated in the appointment, by Resolution of the House of Assembly, of Doctors Charles Duncombe, Thomas D. Morrison and William Bruce, Commissioners, to inquire, amongst other things, into "the system and management of Schools and Colleges" in the United States and elsewhere. Two of these Commissioners deputed their Colleague, Doctor Duncombe, to "go on a journey to the United States, or elsewhere, to obtain such information as is desired by a Resolution" of the House of Assembly in that behalf.

Late in 1835, Doctor Duncombe went on his mission of enquiry to the United States, and visited Literary Institutions in the Western, Middle, Eastern and some of the Southern States of the Union. He also obtained detailed information as to education in England, France and Prussia, and embodied the result in an elaborate Report of nearly sixty pages and an appendix of one hundred and sixty pages. To this Report he annexed the Draft of a School Bill, extending to twenty-two pages, with a variety of Forms and Instructions appended. The Report is minute and exhaustive in its treatment of the subject in hand. It is also, in the light of to-day, both interesting and instructive. It presents a vivid picture, of the condition of education in the United States and in Europe. Its discussions of special subjects—such as Female Education, Classical Studies, the management of Colleges and Universities, etcetera, are fair and enlightened, and on the whole intelligent and practical in their character.

It is clear that the Legislative Council of the day, as was usual on all School Questions, did not sympathize with Doctor Duncombe in his zeal for popular Education. The Bill which he had so carefully prepared, although adopted by the House of Assembly by a vote of 25 to 10, failed to receive the sanction of the Legislative Council. His proposition to increase the Common School Grant from \$22,600 to \$80,000 per annum was considered too great a step in advance and was not, therefore pressed to a vote in the House of Assembly. He, however, got two influential Committees appointed to deal with the questions of Public Education and School Lands. These Committees were subsequently united and enlarged. They did good service and kept public interest awakened as to the value of the important subjects intrusted to them.

The Report speaks of events and educational facts of nearly eighty years ago. They are, practically, of special interest to us of to-day, since they form the background, so to speak, of our own educational history and progress. I shall make a few extracts from Doctor Duncombe's interesting Report. He says:—

The first principles of the system recommended in this Report with regard to Common Schools, Schools for the Education of the poorer classes, and for the education of Teachers (or for Normal Schools), made their appearance almost simultaneously in Great Britain and on the Continent of Europe, as appears by the voluminous Reports of Lord Brougham, and by Mr. Dick's very able Report upon the Common Schools of Scotland, and by M. Cousin's Report on the Schools of Prussia and Germany, and Bulwer's observations upon education as a prevention of crime in France. The glimmering of these beacon lights was soon seen across the ocean, and lighted up a similar flame in the United States. Commissioner after Commissioner was sent to Scotland and to England by the authority of their State

Legislatures to light their lamps at the fountain of science, so that the whole Continent of America might be ignited by the flame."

Doctor Duncombe's observations in regard to the state of Education in the United States are interesting, as by contrast they illustrate the remarkable progress made in that country during the last half century in the matter of Public Educa-

tion. He says:-

"In the United States, where they devote much time and money to the promotion of literature, they are equally destitute of a system of national education, with ourselves; and although, by their greater exertion to import the improvements made in Great Britain and on the Continent, and their numerous attempts at systematizing these modern modes of Education . . they have placed themselves in advance of us in their Common School System. Yet, after all their Schools seemed to be good Schools or bad, on imperfect systems; they seem groping in the dark, no instruction in the past to guide the future, no beacon light, no council of wise men to guide them, more than we have, upon the subject of Common Schools. Our Schools want in character, they want permanency in their character and in their support. It should be so provided that all the inhabitants should contribute something towards the continuance of the School Fund, and that all those who are benefited directly by it should pay, in proportion to such benefit, a small sum, but quite enough to interest them in the prudent expenditure of their share of the School moneys."

The objection to a liberal education being too freely provided for the benefit of the learned professions seems to have been urged even in these days. Doctor

Duncombe answers it in the following language:-

"It has been supposed that there are too many in the learned professions already, and that, therfore, there are too many who obtain a liberal education. But this opinion is founded upon two errors; One is, that every liberally educated man, must be above manual labour, and must, therefore enter one of the learned professions; and the other is, that all who do enter these professions, do it, and have a right to do it, from personal and family interests, and not for the public good, whereas a liberal education ought not to unfit a man, whether in his physical constitution, or his feelings, for active business in any honest employment; and neither ought men who enter any of the learned professions to excuse themselves from labour and privation for the good of the world. There is a great and pernicious error on this subject."

The question of Free Education is thus discussed by Doctor Duncombe:-

"Nothing is more important in the formation of an enterprising character than to let the youth early learn his own powers; and in order to this, he must be put upon his own resources, and must understand, if he is ever (to be) anything, he must make himself, and that he has within himself all the means for his own advancement. It is not desirable, therefore, that Institutions should be so richly endowed as to furnish the means of education free of expense to those who are of an age to help themselves; nor is it desirable that any man, or any society of men, should furnish an entirely gratuitous education to the youth of the Province. All the necessary advantages for educating himself, ought to be put within the reach of the young man, and if with these advantages, he cannot do much towards it he is not worthy of an education."

After discussing several other topics in his Report, Doctor Duncombe made a striking forecast of the educational future of Upper Canada. He said:—"Was there ever a more auspicious period than the present for literary reform? If I rightly understand the signs of the times, we stand upon the threshold of a new

dispensation in the science of Education, and especially in the History of Common Schools, Colleges and Universities in this Province. The flattering prospects of our being permitted legally to dispose of the School Lands of this Province, so long dormant—the sale and appropriation of the Clergy Reserves for the purposes of Education, and, above all, by our having control of the other natural resources of the Province, we shall be enabled to provide respectably and permanently for the support of Literary Institutions in every part of the Province, while by remodelling the Charter of King's College, so as to adapt that Institution to the present state of the science of Education, and the wishes and wants of the people of the Province, we shall accomplish much that we desire. With such charming prospects before us, with what alacrity and delight can we approach the subject of Education to make liberal, permanent and efficient provision for all the youth of Upper Canada, and thus to cause "the Blind to see, the Deaf to hear and the Dumb to speak," and, above all, to make certain and extensive provision for the support of Schools for instructing Teachers and Tutoresses."

During the next Session of the Legislature, in the winter of 1836, Mr. Burwell, sought to give effect to Doctor Duncombe's liberal Resolution of the preceding Session, to provide, out of the Public Revenue, a grant of \$80,000 a year for support of the Common Schools. He proposed two Resolutions: one was to the effect that \$40,000 a year be granted out of the Public Revenue for the support of these Schools; the other was as follows:—

"That the sum of ten thousand pounds, (\$40,000), be raised annually by assessment, by order of the Quarter Sessions in the several Districts on the rateable property of the inhabitants, in aid of the Provincial Grant for the Common School Fund, in the same manner as other assessments are now made."

When the matter came before the House of Assembly in February, 1837, the Committee of supply reported a Grant of only \$22,400 for the year. The assessment proposition was not adopted, as the question of local taxation for School purposes although often before the House had not yet been practically entertained by the Legislature.

In the next year, however, another effort was made to provide somewhat liberally for the Common Schools. But as the Bill, as passed by the House of Assembly, embodied in it the principle of local taxation for Schools for the first time, it was, as usual not concurred in by the Legislative Council.

On the suppression of the Rebellion of 1837-38, public men of all shades of opinion were convinced that an entire change in the system of Government and Administration was not only desirable but inevitable. A motion, in consequence of this feeling was moved in the House of Assembly in May, 1839, requesting the Lieutenant-Governor (Sir George Arthur) to appoint a Commission to inquire into the state of each Department of the Government. The Commission, so appointed, nominated a Committee to inquire into the state of Education in the Province, and to suggest a "Plan for the diffusion of Education in Upper Canada."

In this way, and in this year was thus practically ended the era of educational movements in the House of Assembly by such independent Members as Messieurs Burwell and Duncombe. The agitation and provincial disquiet, caused by the Rebellion of 1837, led to the adoption of a popularized system of government. known as that of "Responsible Government."

While, as a rule. Members of the Legislative Council were not friendly to the application of any part of the Imperial Grant of Lands of 1797 to Elementary Education, yet there were notable exceptions, chiefly in the case of the Reverend Doctor Strachan and the Honourable William Morris, who was the promoter of

Queen's University, Kingston, as was Doctor Strachan in the case of King's College.

I have during the past year prepared three Volumes of over three hundred pages each, relating to the Schools, Collegiate Institutes, Colleges and Universities of Ontario, arranging their contents in the following order:—

Part I. Schools and Collegiate Institutes in Cities.

Part II. Schools and Collegiate Institutes in Towns and Villages.

Part III. Schools in New and Remote Settlements.

Part IV. Schools in the Early Settlements of the Ottawa Valley.

Part V. Schools in the Municipal Districts.

Part VI. Schools in the Counties.

Part VII. Schools in Various Townships.

Part VIII. Roman Catholic Separate Schools.

Part IX. Schools Among the Indians.

Part X. Classical Colleges and Preparatory Schools.

Part XI. Ladies' Colleges and Preparatory Schools.

Part XII. The Colleges and Universities of Ontario.

Part XIII. Facilities for Professional Education—Legal, Medical and Military.

Part XIV. The Education and Training of Public School Teachers and Directors of Kindergartens.

Part XV. Miscellaneous Educational Institutions, comprising those of Agriculture, Art, Music, Telegraphy, Business and Technical Training, etcetera.

This third Volume is illustrated by sixty-three engravings and adds greatly to the interest of the volume.

I have commenced a Fourth Volume containing Historical and other Papers and Documents, illustrative to the Educational System of Ontario.

Very truly and sincerely yours,

J. GEORGE HODGINS,

Toronto, 29th December, 1910.

Historiographer.

APPENDIX S REPORT OF THE INSPECTORS OF CONTINUATION SCHOOLS

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education of the Province of Ontario.

Department of Education, Toronto, Ontario.

Honourable Sir,—I have the honour to submit herewith my report on the Continuation Schools of the Province of Ontario for the year ending December 31st, 1910.

I have the honour to be,

Sir,

Your obedient servant,

R. H. COWLEY.

Toronto, Dec. 31st, 1910.

NEW SCHOOLS.

There has been a marked growth in the Continuation Schools of the Province in the past year. New schools have been opened at Arkona, Ayr, Cardinal, Drumbo, Dundalk, Feversham, Markdale, Orono, Webbwood, Westmeath and Wroxeter.

DISTRICTS FORMED BY COUNTY COUNCILS.

The schools conducted by the Public and Separate School Boards of Amherstburg have been superseded by a District Continuation School, constituted by bylaw of the County Council of Essex. Continuation School Districts, with centres at Bolton, Chesterville, Dundalk, Flesherton, Markdale, Morewood, Thorndale and Winchester have been similarly established in the counties of Dundas, Grey, Middlesex and Peel.

In some cases ratepayers have manifested temporary dissatisfaction at being included in these districts. But where the district is reasonably large the additional tax is so small as to be an almost negligible factor, particularly when set over against the advantages of a Continuation School. In fact many farmers regard such a school as a local asset enhancing the market value of every farm in the school district, educational opportunities being so often the determining factor in the sale of a farm.

Union Continuation Schools.

Union Continuation Schools are now in successful operation at Ayr in the County of Waterloo, and at Richard's Landing on St. Joseph's Island. These schools are conducted under agreement of several Public School Boards. Each Board entering into the agreement appoints one of its members to a Committee of Management, which assumes all duties in connection with the establishing and maintenance of the Union Continuation School, under the implicit provisions of

the Continuation Schools Act. The amount required for maintenance, over and above the statutory revenues from grants and fees paid by pupils, is raised by levy on the sections according to conditions specified in the agreement.

INCREASED STAFFS.

Twenty schools have increased their staffs to two teachers, viz.: Blind River, Bolton, Bridgeburg, Bruce Mines, Chesterville, Claremont, Coldwater, Dundalk, Ennismore, Flesherton, Grand Valley, Lanark, Markdale, Melbourne, Millbrook,

North Augusta, Port Burwell, Thessalon, Thornbury and Tweed.

While in the past five years the number of schools has increased by 52 per cent. the increase in the number of teachers has been 83 per cent. Fortunately this has gradually reduced the average number of pupils per teacher, in the same time, from 34 to 27. In the high schools the average roll is still about 37 pupils and in the Collegiate Institutes about 40 pupils per teacher. This difference in favour of the Continuation Schools suggests one of the main reasons why they have been able to do comparatively thorough work.

INCREASED EQUIPMENT AND SALARIES.

The School Boards have displayed their usual liberality in improvement of equipment, the total value of which has grown from \$49,250 to \$57,706 in the past year. The average value of equipment per school is now well over \$400.

Salaries have also been improved materially. The average for the year was, for principals, \$892, and for assistants, \$637. To obtain and retain good teachers

a considerable number of schools must further increase salaries.

GROWING SPHERE OF INFLUENCE

There were 138 Continuation Schools open during the year. The total enrolment in these schools was 5,917 pupils. The proportion of boys in attendance is steadily increasing and now represents 43 per cent. of the total. The persistence of the attendance is a very encouraging feature, the large majority of the pupils remaining to take the full course to the end of the middle school, as is shown by the proportion of pupils found in the third forms of the schools.

While most of the schools are conducted by the Public School Boards of villages, in many cases unincorporated, the attendance from the farms is an important factor, hundreds of pupils walking miles to obtain the benefits of better education. The attendance of last year was drawn from no less than 1,006 different

school sections.

This means, on the average, that whenever a Board of Trustees establishes a Continuation School it affords higher education, not alone to the pupils of its own

section, but to those of six other surrounding sections as well.

A number of the County Inspectors, foremost in realizing the benefit to the Public Schools, have contributed materially to the extension of the Continuation Schools. Some of the most prosperous Continuation Schools in the Province owe their existence and their present vitality very largely to the foresight, influence and watchfulness of the local Inspectors.

Some of the inspectorates are favourably situated with respect to High Schools and have little need for Continuation Schools. In others, through the energy of

the local Inspector, Continuation Schools and fifth forms are steadily on the increase. But it is to be feared that there are still other inspectorates sunk deep in the night of Cimmerian darkness, though it is now easily within the financial reach of a fairly strong school section—especially a rural section—to establish and maintain a Continuation School. It is pathetic, in the light of such opportunities, that any prosperous township in the older parts of Ontario should long remain without at least one small secondary school.

PRESENT AND FUTURE AIMS.

The Continuation Schools prepare candidates for Normal School Entrance and Matriculation Examinations with substantially the same success as the high schools, but the statistics show that this has not been the main object of these schools. In fact there is lately manifest a tendency among pupils to become apathetic toward attendance at Normal Schools. It is freely asserted, locally, that the main reason for this is the system of testing candidates for Normal School Entrance. The transposition of the examinations on the subjects of the Lower and Middle Schools is apparently meeting with disapproval. Having regard to the ultimate supply of suitable teachers for the rural schools it seems desirable that every facility, consistent with thoroughness, be placed in the way of encouraging the pupils of Continuation Schools to enter Normal Schools. As the academic course for preparation of the teacher must always coincide with a good general educational course, the Continuation Schools would stand in no peril of professionalization were entrance to Normal School to become a main object of pupils in attendance. The statistics for 1910 are not materially different from those of 1909, but they afford material for reflection from the standpoint of supply of teachers for public schools.

Of 1,923 pupils in the third forms of the Continuation Schools only 589 wrote on the July examination for entrance to Normal Schools. Further, of the 228 who were successful at this examination, only 76 went up to the Normal Schools, and of these latter, 58 were admitted. In other words, three per cent. of the pupils in the third forms entered the Normal Schools. The statistics for entrance to Universities, while showing an increase, are also relatively small. Apparently there were quite a thousand pupils who left the schools to enter occupations other than teaching and other professions.

The aim of the majority is apparently to obtain a better general education. In how far is such an education being provided? And what, in general, remains to be done? The five main aspects of the present course are English. Science. Mathematics, Art and Languages, with some opportunity for a Commercial Course, so called, and an Agricultural Course.

- (1) A primary need, in respect to a syllabus, is the elimination of all details that matter little for culture or utility. Thorough investigation is likely to reveal the possibility of a relieving reduction in this direction. But some cherished and long-privileged assumptions of college and school may have to be set firmly aside as a condition of progress.
- (2) A second need is to determine by careful investigation what are the standard lines of life-work in the urban and rural parts of the Province, and also what new lines of life-work are likely to come into definition through the development of our resources.
 - (3) Following this appears the need to determine what practical courses pre-

paratory to this life-work can be taken up in the schools, by adapting and adding to the present courses, without sacrificing the paramount ends of culture. Among the practical courses there will be a variable part of the syllabus in order to meet diverse local needs.

- (4) As the academic preparation of teachers must receive recognition in any self-perpetuating system of public instruction in a young country, the reconstructed courses for Continuation Schools must include, as at present, at least in many of the schools, courses for the academic examinations for entrance into the Normal Schools and the Universities.
- (5) Fundamental to all other adjustments to the ends in view is the provision of Courses in the Faculties of Education to adequately prepare teachers for the required courses.

EXTRACTS FROM STATISTICS.

The following comparative table will indicate the chief statistical features in the growth of the Continuation Schools during the past five years:

	1906	1907	1908	1909	1910
Continuation Schools	91	107	120	128	138
Three-teacher Schools	2	2	2	6	6
Two-teacher Schools	24	. 29	38	45	65
One-teacher Schools	65	76	80	77	67
Pupils in attendance	3,993	4.744	5,317	5,866	5,917
Poys	1,660	1,963	2,243	2,494	2,543
Girls	2,333	2.781	3,074	3,372	3,374
Resident pupils	2,627	3,148	3,462	3,841	3,865
Non-resident	1,366	1.596	1.885	2.025	2,062
School sections represented	660	760	890	920	1.006
Pupils in Lower School, I	1.614	1.825	2,106	2,254	2,244
" " II.	1,143	1,360	1.510	1,701	1,740
" Middle School, III	1,214	1,538	1,677	1,884	1.923
" Upper School, IV	22	21	24	27	10
Candidates for Normal Entrance	396	472	564	609	589
Number successful	193	202	271	206	228
Number obtaining honours	52	46	76	44	49
Candidates, University Matriculation	138	175	198	269	267
Number successful	. 88	106	109	129	149
Total value of equipment	\$17,203	\$26,345	\$39.275	\$49,250	\$57.706
" Libraries	\$2,589	\$6,063	\$14,488	\$19,201	\$22,197
" apparatus	\$11,884	\$16,369	\$19,645	\$23,205	\$27,534
" maps, charts, etc	\$2,492	\$3,098	\$3,052	\$3,801	\$4,526
" art models, etc	\$238	\$815	\$2.090	\$3,043	\$3,449
Number of teachers	117	140	162	185	215
Number of teachers	34	33	32	31	27
Average salary of principals	\$662	\$719	\$758	\$828	\$892
Average salary of principals	\$467	\$529	\$556	\$592	\$637

CONTINUATION

Statistics for the year

Schools arranged alphabetically according to Post Offices.	Name of School.	Schools under Continuation School Board.	Names and Degrees of Teachers giving whole of time to Continuation Schools.
1 Acton	Acton		W. H. Stewart
2 Alliston	Alliston		R. Rowina Humphries
3 Alvinston	Alvinston		Nellie F. Allan
4 Amherstburg	Amherstburg	1	Winifred Morris B. Percy Overholt
5 Arkona	Arkona		Annie M. Mosey Edith Patterson
6 Ashton	7 Goulburn		Ada E. Graham, B.A
7 Avonmore	14 Roxborough		Mary H. Rutherford Eunice Armstrong
8 Ayr	AyrBathBeaverton		Fred. Schooley C. G. Dunlop Walter J. Osborne
			Miss L. M. Harris
11 Beeton	Beeton		A. T. Batstone
12 Belmont	11 S. Dorchester		David H. McGill
14 Blind River	Blind River		Sadie Robinson C. S. Carter May Cryderman
15 Blyth	Blyth		Jas. H. Joynt
17 Bolton	Bolton	1	J. M. Simpson W. T. Baker
18 Bothwell	Bothwell		May Mitchell
19†Bowesville	5 Gloucester		Ida M. Carpenter, B.A T. M. Creighton
20 Bracebridge	Bracebridge		Samuel Shannon, B.A
91 1) 11	D : 1 1		O. Hope Dufton Ethelberta Hodgins
21 Bridgeburg	Bridgeburg		Samuel Russell Ella Stephens
22 Bruce Mines	Bruce Mines		M. Ferguson
23 Brussels	Brussels		J. H. Cameron
24 Burk's Falls	Burk's Falls		Viola Davidson Jean Burchill Marra I. Flora
25 Burlington	Burlington		Mary L. Fox Daniel E. Smith, B.A.
26 Cannington	Cannington		Violet E. Mossip Ethel Good
27 Cardinal	Cardinal		Bessie Clothierstatistics of Fifth Classes, in which
	THE THIS TABLE INCIUD	es the	statistics of fifth Classes, in which

NOTE.—This table includes the statistics of Fifth Classes, in which

* Union of Sections by agreement of Boards of Trustees.

SCHOOLS. ending 31st December, 1910.

	Teachers.			Attendance	and Classi	fication of I	Pupils.	
Number giving whole time.	Professional certificate.	Annual rate of salary.	Total number of pupils enrolled, 1910.	Number of boys.	Number of girls.	Number of pupils from section.	Number from other sections.	Number of other sections represented.
1 2	. I	\$ 850	55	23	32	38	17	4
2 3	H. S. Prin. H. S. Asst.	600 1,400	126	65	61	62	64	25
3 2	H. S. Asst.	700 600 1,200	72	38	34	32	40	15
4 2	I I	1.000	47	18	29	38	9	5
5 1	I I	750 650	28 17	11	17	13	15	5 2 9
$\begin{array}{ccc} 5 & 1 \\ 6 & 1 \\ 7 & 2 \end{array}$	H. S. Asst.	675 700 562	34	9 21	8 13	9 18	8 16	
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	I I I	950 900	24 28 78	5 7	19 21 38	15 21 45	9 7	3 4 10
	I I	1,000		40			33 32	10
11 2	I I	950 550	59 54	28 22	31	27 20	34	9
12 1 13 2	H. S. Prin.	$1,100 \\ 1,200 \\ 650$	54 76	38 -	32 38	61	15	5
14 2	I I I	1,100 600	31	14	17	29	2	2
15 1 16 1 17 2	I II H. S. Asst.	$1,000 \\ 700 \\ 1,050$	46 16 32	22 3 13	24 13 19	13 13 27	33 3 5	10 3 3
18 2	· I I	$\frac{550}{1,000}$	65	28	. 37	57	8	5
19 1 20 3		$\begin{array}{c} 600 \\ 650 \\ 1,400 \\ 625 \end{array}$	85	27	58	59	26	24
21 2	I	550 1,100	39	12	27	35	4	2
22 2	· Î	650 900	34	13	21	29	5	2
23 2	· I	$750 \\ 1,200$	88	40	48	44	44	14
24 2	· I	700 850 650	43	23	20	34	9	5
25 2	H.S. Prin.	$\begin{array}{c} 650 \\ 1,000 \\ 550 \end{array}$	95	41	54	74	21	4
$\begin{array}{ccc} 26 & 1 \\ 27 & 1 \end{array}$	İ	600 750	64 19	34	30	32 16	32 3	14 3

one teacher devoted all his time to Continuation School work.

[†] Closed in June, 1910.

		Attendance and Classification of Pupils.—Con.													
Schools arranged alphabetically ac- cording to Post Offices.	Number of pupils in Form I (Lower School).	Number in Form II (Lower School).	Number in Form III (Middle School).	Number in Form IV (Upper School).	Number of pupils enrolled 1st half year.	Number enrolled 2nd half year.	Average age of latter,	Sept. 1st, 1910, Form 1.	Average age of latter,	Sept. 1st, 1910, Form II.	atter,	Sept. 1st, 1910, Form III.	Average age of latter,	Sept. 1st, 1910, Form IV.	Number of pupils taking agriculture or school gardening.
1 Acton	19	15	21		42	38		m.	у. 14	m. 9	y. 16	m.	-	m.	
2 Alliston	38	39	49		107	76	15		15		18				
3 Alvinston	30	18	24		57	55	14		14	6	16	3			
4 Amherstburg	23	12	12		26		14	1	15	5	16	11			
5 Arkona 6 Ashton 7 Avonmore	17 6 10	11 4 13			23 10 29	16 15	14 15 14	3	15 15 14	9	18 15	··· 2 6			
8 Ayr	10 8 36	10 8 18	$\frac{4}{12}$		28 49	24 28	14 13		14 14 16	5 10 1	15 16 16	6 6	15	4	
11 Beeton	21	16	22		46	44	13	8	14	8	16	7			
12 Belmont	9 22	25 21	20 33		47 59		14 13	··· <u>·</u> 2	14 14	5 7	16 16	8			
14 Blind River	12	8	11		23	21	13	11	14	10	16	9			
15 Blyth	20 2 13	8 9 6	18 5 13		36 16 20		14 14 14	1 7 1	13 17 14	₈	16 16 16	3 10 11			
18 Bothwell	21	21	23		37	28	13	3	14	2	15	7			
19*Bowesville 20 Bracebridge	46	21	14	4	69	60	14	7	15	2	18		18	 5	
21 Bridgeburg	16	14	9		28	35	15	4	16	4	17	6			
22 Bruce Mines	8	6	20		27	26	14	1	16	2	16	10			
23 Brussels	33	20	35		66	65	14	5	15		17				
24 Burk's Falls	23	10	10		30	39	14	8	16	3	16	7	15	6	
25 Burlington		29	27		55	40	13	5	14	1	15	5			
26 Cannington 27 Cardinal	22		25		46	40	14 14	2	14 15		16	8			

^{*} Closed in June, 1910.

SCHOOLS—Continued

				Exar	ninatio	n Resul	ts.		
	Schools arranged alphabetically according to Post Offices.	Candidates for Normal School Entrance, 1910.	Number that passed.	Number that obtained honours.	Number presenting themselves at Normal Schools in Sept., 1910.	Number admitted to Normal Schools.	Candidates for Junior Matriculation, 1910.	Number that passed.	Number that obtained honours.
1	Acton	4	1		2	2	4	2	******
2	Alliston	7	2	1			5	4	* * * * * * * * *
3	Alvinston	9	3	2	2				
4	Amherstburg	7	3		1	1	5	2	
6	ArkonaAshtonAvonmore	3 2	i			• • • • • •			• • • • • • • • • • • • • • • • • • • •
9	Ayr	6 2	i		1	i	5	4	• • • • • • • • •
11	Beeton	12	3				5	3	• • • • • • • •
12 13	BelmontBlenheim	6 15	2 8	$\frac{1}{3}$			6 4	2 2	• • • • • • • •
14	Blind River	3							
16	BlythBobcaygeonBolton	8 5 5	5 2 5	2	2 1	• • • • • •	2	······································	• • • • • • • •
18	Bothwell								
19* 20	Bowesville	6	4	3	7	7	4	4	• • • • • • • •
21	Brideburg								
22	Bruce Mines	· 10	3		1		3	1	
23	Brussels	9	6	2	1	1	5	3	
24	Burk's Falls	6	2	• • • • • • •		• • • • • •			
25	Burlington	7	4		2		4	4	
	Cannington	6	2	1	2	2	5	4	

^{*}Closed in June, 1910.

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		I	Desti	natio	n of l	Pupil	S.	Oc	cupat	ion of	Paren	ts.	Va	lue of
al	Schools arranged phabetically according to!Post Offices.	Agriculture, etc.	Mercantile life.	Teaching.	Other professions.	Mechanical occupations.	Other pursuits.	Agriculture, etc.	Mercantile life.	Professional	Mechanical occupations.	Other pursuits.	Library.	Scientific apparatus.
1	Acton	6	1	4		2	2	19	3		12	21	\$ 228	\$ 173
2	Alliston	16	8	5			16	58	26	8	10	24	228	502
3	Alvinston	7	2		2	1	4	28	10	1	5	28	167	240
4	Amherstburg		2	1	2		1	9	9	3	15	11	160	150
5 6 7	ArkonaAshtonAvonmore	2	 2 1				9	20 11 22	2 2 7	3 1 1	3	3	150 48 155	150 90 186
8 9 10	Ayr Bath Beaverton	4		 3 1	····		···i	15 8 30	4 5 24	₆	$\begin{array}{c}2\\4\\18\end{array}$	1 11	110 ····	205
11	Beeton		2	5			1	33	14	4	6	2	209	305
12 13	BelmontBlenheim	2 4	4 5	i	₅	$\frac{1}{2}$	3	37 33	5 13	5 7	4 9	3 14	157 301	180 314
14	Blind River		4			3	3		5		14	12	150	172
15 16 17	BlythBobcaygeonBolton	$\frac{2}{2}$	2 1 1	$\begin{array}{c} 1 \\ \cdots \\ 1 \end{array}$	i	• • • •	14	$\frac{25}{4}$ $\frac{16}{16}$	4	<u>1</u>	3	17 12 8	130 35 169	125 80 332
18	Bothwell				1			20	14	9	11	11	125	100
19 20	Bowesville Bracebridge	···i	····i	8	2	2	··ii	8	···i2	···ii	30	24	150 300	150 487
21	Bridgeburg					1	3	1		1	29	8	58	254
22	Bruce Mines	2	1	1		5		9	1		6	18	185	309
23	Brussels	3	3	1	4	2	3	35	12	7	13	21	314	310
24	Burk's Falls	1	5	4		1	2	9	6	3	16	9	168	85
25	Burlington,	3	2	3	1	1	4	34	14	7	9	31	89	228
26 27	Cardinal	6	2	2	2	2		24 5	21	3 2	10	6 8	170 122	232 95

⁺ Closed in June, 1910.

SCHOOLS.—Continued.

Equipment.			Fee	es.	ئب
Maps, charts, etc.	Art models and supplies.	Total value of equipment.	Monthly fee of pupils of section.	Monthly fee of other pupils.	Total Government grant.
1 31	\$ 31	\$ 463	\$ c. 50	\$ c. 70	\$ c. 430 40
2 42	~~	885	50	1 00	676 18
	0.5	467	\$1 after 1st year	1 00	509 00
3 38	-	348	50	50	467 30
4 10		358	1 00	1 00	
5 25 6		138 412	1 00	1 00	177 35 178 56 372 05
		360	1 00	1 00	
9		286	1 00	50	281 75 487 25
		603	1 00		344 17
11 6 12 3		390	1 00	1 00	276 09
13 5		722		1 00	
14 3	0 20	372			859 56
15 16 3 17 - 4	$\begin{bmatrix} \dots & \dots & \dots & \dots \\ 0 & & & 3 \\ 25 & & & 25 \end{bmatrix}$	255 148 571	1 00	1 00	237 75 * 317 10
	0 5	270		1 00	397 20
19	2 177	317 916	25e.; 75e.; 1.00; 1.50	\$1.00; 1.25; 1.50; 2.00	13 25 1,295 64
21	5 11	358			301 32
	.6	528	3	. 1 0	625 10
	60 64	748	I 50; II 75; III 1.0	0 I 50; II 1.00; III 1.5	553 75
	25	308	5	0 1 0	0 852 84
	20 22	359	1 0	0 1 0	0 469 40
26	19 12 3	2 433 5 292	3 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1 0 1	0 1 0	208 25

^{*} Paid Fifth Class Grant in 1910.

Schools arranged alphabetically according to Post Offices.	Name of School.	Schools under Continuation School Board.	Names and Degrees of Teachers giving whole of time to Continuation School.
28 Carp	3 Huntley		Norma Wallace
29 Chesterville	Chesterville	1	Annie J. Stewart, B.A.
30 Claremont			Geo. H. Steer Mayme Dwyer
	15 Pickering	• • • • • •	Lillian Ferguson
31 Cobden	Cobden		Annie E. Bates
3 3 Comber	4 Tilbury W		N. Willison . Rosa B. Hill .
			Viva M. Hicks
34 Cookstown	5 Essa	• • • • • •	J. A. Edmiston Nellie Goodall C. K. Plantte B.
35 Crediton	5 Stephen		C. A. Diuett. B.A.
37 Cumming's Bridge 38 Drayton	9 Gloucester		Wm. Jas. Mackay H. May Peregrine
	Drayton	• • • • • •	Roxy Aline Ellis
39 Dresden	Dresden		п. A. Doupe
40 Drumbo	11 Blenheim Dundalk		F. Ethel A. Laud, M.A. Walter S. Jenkins.
			Nima M. Dahl
42 Durham	Durham	• • • • • •	Thos. Allan
43 Eganville	Eganville		Willa Ford Olive E. Fritz.
44 Elmira	Elmira		D. G. Currie. W. G. Lavery
45 Elmvale	5 Flos 4 Ennismore	• • • • • •	Nett D. Reid, B.A
47 Erin	E-:-		John A. O'Donohue. Gertrude Ryan
48 Exeter	Exeter		Wm. B. Weidenhammer RA
40 E 1 E			Eleanor M. Robb. Agnes M. Johnston
49 Fenelon Falls 50 Feversham	Fenelon Falls		A. A. Cameron
51 Finch	rinen		Evelyn R. Caverley Geo. Hindle, B.A.
52 Fitzroy Harbour 53 Flesherton	8 Fitzroy	1	MIS. A. G. G. Crewson
54 Fort Frances	Fort Frances		J. Ernest Marcellus Edna Mackenzie
55 Gore Bay			Nellie L. Anderson
	Gore Bay		E. Egbert Hoover Grace E. Whitmarsh
56 Grand Valley	Grand Valley		Edwin H. Lindsey
		-	Helena E. Johnston

SCHOOLS-Continued

	Teachers.		A	Attendance	and Classifi	cation of P	upils.					
Number giving whole time.	Professional certificate.	Annual rate of salary.	Total number of pupils enrolled 1910.	Number of boys.	Number of girls.	Number of pupils from section.	Number from other sections.	Number of other sections represented.				
28 2	I	\$ 900	49	16	33	39	10	4				
29 2	I	600 1,500	86	41	45	77	9	7				
30 2	I	700 900	24	14	10	9	, 15	5				
$\begin{array}{ccc} 31 & 1 \\ 32 & 2 \end{array}$	I I	600 700 900	26 36	12 8	14 28	15 24	11 12	6 9				
33 2	I	550 750	35	10	25	28	7	5				
34 2	I	$^{625}_{1,000}_{600}$	56	26	30	34	22	. 8				
35 1 36 1 37 1 38 2		$750 \\ 600 \\ 600$	27 34 6 103	14 16 4 39	13 18 2 64	20 31 3 57	7 3 3 46	4 3 2 18				
	I I	1,100 600 900	86	34	52	59	27	7				
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	I	750 800	23 47	10 19	13 28	18 33	5 14	3 10				
42 3		$ \begin{array}{c} 1,400 \\ 700 \\ 1,000 \\ 600 \end{array} $	113	56	57	57	56	20				
$\begin{array}{cccc} & & & & & \\ 43 & & 1 & \\ 44 & & 1 & \\ 45 & & 1 & \\ 46 & & 2 & \\ \end{array}$. I I I I I I I I I I I I I I I I I I I	900 800 900 900	35 20 24 56	15 14 9 28	20 6 15 28	26 17 20 20	9 3 4 36	2 2 3 8				
47 1 48 3	H. S. Asst. H. S. Prin. I	$\begin{array}{c} 600 \\ 800 \\ 1,400 \\ 700 \end{array}$	20 141	10 81	10 60	9 69	11 72	6 23				
49 1 50 1 51 1 52 1 53 2	III	$ \begin{array}{c c} & 300 \\ & 1,000 \\ & 700 \\ & 1,000 \\ & 600 \\ & 1,000 \end{array} $	44 12 16 23 61	23 4 5 8 22	21 8 11 15 39	32 7 11 16 54	12 5 5 7 7	4 4 4 4 6				
54 2	I	1,200	20	6	14	6	14	5				
55 2		1,000	60	18	42	46	. 14	5				
56 2		500 950 500	56	24	32	37	19	5				

											-				
			Attend	lance a	nd Cla	ssific	atio	n of	Pu	pils.	—С	on.			
Schools arranged alphabetically ac- cording to Post Offices.	Number of pupils in Form I (Lower School).	Number in Form II (Lower School).	Number in Form III (Middle School).	Number in Form IV (Upper School).	Number of pupils enrolled 1st half year.	Number enrolled 2nd half year.	Average age of latter.	Sept. 1st, 1910, Form I.	Average age of latter.	Sept. 1st, 1910, Form II.	Average age of latter.	Sept. 1st, 1910, Form III.	Average age of latter	Sept. 1st, 1910, Form IV.	Number of pupils taking agriculture or school gardening.
28 Carp	11	13	25		42	35	у. 14	m. 8	у. 16		у. 18	m.	у.	m.	19
29 Chesterville	34	20	32		37	49	14		15	9	16	3			54
30 Claremont	4	16	4		20	17	13	3	15		15	9			
31 Cobden	8 13	$\begin{array}{c} 14 \\ 7 \end{array}$	$\begin{array}{c} 4 \\ 16 \end{array}$		22 26	7 23	14 14	5	12 16	·::	16	5	15	3	
33 Comber	10	11	14		27	25	14		15		18		10		
34 Cookstown	29	16	11		38	42	14	2	14	10	16	3			
35 Crediton	9 6 3	7 22	11 6 3		19 28 4	19 26 5	13 13 16	19	15 15	3 8	16 16 16	-7 3 6			
38 Drayton	38	25	40		74	78	14	4	15	3	17	1			
40 Drumbo	39 5	16	28	3	71	64	13	5	14	10	16	4	17		
41 Dundalk	26	8 19	$\frac{10}{2}$	• • • • • • •	22	23 39	14 14	6	15 16	6	$\begin{array}{c} 17 \\ 20 \end{array}$	$\frac{10}{6}$			
42 Durham	39	37	37		80	75	14		15	6	16				* * * * * *
43 Eganville 44 Elmira 45 Elmvale 46 Ennismore	20 14 18 8	15 6 6 22	26	• • • • • • • • • • • • • • • • • • • •	26 15 19 52	15 6 12 40	14 14 14 15	 1 6 6	15 13 15 16	 5 6 1	17				
47 Erin	7 60	6 41	7 40	• • • • • •	111	10 98	13 14	4	14 14	4	15 15	6			
49 Fenelon Falls 50 Feversham 51 Finch 52 Fitzroy Harbour 53 Flesherton	18 10 7 6 24	8 2 5 6 25	11	• • • • • •	30 11 20 45	3	13	3 2 10			17 17 16				• • • • • • • • • • • • • • • • • • • •
54 Fort Frances	8	9	3		12	16	14		15	i	15	1		i	• • • • •
55 Gore Bay	12	29	19		50	38	15		16		16				
56 Grand Valley	19	18	19	• • • • •	42	35	13	9	14	7	17	2			

SCHOOLS.—Continued.

			Exan	nination	Resul	ts.		
Schools arranged alphabetically according to Post Offices.	Candidates for Normal School Entrance, 1910.	Number that passed.	Number that obtained honours.	Number presenting themselves at Normal Schools in Sept., 1910.	Number admitted to Normal Schools.	Candidates for Junior Matriculation, 1910.	Number that passed.	Number that obtained honours.
28 Carp	9	5	1			4	4	
29 Chesterville	8	6				4	2	
30 Claremont								
31 Cobden	4					2	i	
33 Comber	. 5	1				3		
34 Cookstown	6	1				4	2	
35 Crediton	5 3 2 12	2 1 1 4	1		1	5	3	
39 Dresden	11	5		. 5	3	9	4	
40 Drumbo								
42 Durham	15		4	1	••••	7	2	
43 Eganville	4	3	1	1				
44 Elmira 45 Elmvale 46 Ennismore	8	5			1			
47 Erin	6 11			i i	1	9	4	
49 Fenelon Falls 50 Feversham	3	1						2
51 Finch								
54 Fort Frances								
55 Gore Bay		3	1	}			2	
56 Grand Valley		2		• • • • • •			3	

	Destination of Pupils. Occupation of Parents.								nts.	Ve	lue of		
Schools arranged alphabetically according to Post Offices.	Agriculture, etc.	Mercantile life.	Teaching.	Other professions.	Mechanical occupations.	Other pursuits.	Agriculture, etc.	Mercantile life.	Professional.	Mechanical occupations.	Other pursuits.	Library.	Scientific apparatus.
28 Carp		1	2	1		12	29		4	5	11	\$ 83	\$ 191
29 Chesterville	3	3	2	2	1		37	17	7	15	10	300	297
30 Claremont	1	1				2	20		1	1	2	245	222
31 Cobden	2 1	1 2		i		4	11 14	7 7	1 1	2 8	5 6	82 163	97 224
33 Comber	1	2	2			3	14	7	2	3	9	85	183
34 Cookstown	6	1				7	34	4	1	2	15	213	388
35 Crediton	1 3 1 11	$\begin{array}{c} 2 \\ 1 \\ \cdots \\ 2 \end{array}$	₄	2	 1 1 1	2 5 1 7	13 5 5 59	4 8 18	$\begin{array}{c} 2 \\ 1 \\ \vdots \\ 5 \end{array}$		7 16 1 15	102 150 144 342	162 202 69 412
39 Dresden	3	2	6		2	1	27	15	5	23	16	163	240
40 Drumbo		• • • •					10 20	2 4	3	3 5	5 14	44 150	206 150
42 Durham	3	2	9	1	1	15	55	12	7	16	23	368	375
43 Eganville	3 1 1	3 4 1 1	1	• • • • •	····2	 7 2	15 7 8 52	5	• • • • •	5 4 1 4	5 4 12	15 53 35 154	476 59 80 184
47 Erin	i	2	2	2	1	1 6	11 58	2 28	1 5	5 20	1 30	112 448	185 423
49 Fenelon Falls 50 Feversham 51 Finch 52 Fitzroy Harbour 53 Flesherton	₂	1 5	1 2	3	2	3 1 9	$ \begin{array}{c} 10 \\ 10 \\ 9 \\ 12 \\ 31 \end{array} $	15 1 2 11	3	10 1 4 7 9	3 2	152 60 178 159 174	140 60 183 179 216
54 Fort Frances	4		1			3	7	4	2	5	2	149	277
55 Gore Bay	1	2	2	2	1	18	28	7	12	8	5	67	153
56 Grand Valley	1	5.		3		8	26	4	2	2	22	170	203

SCHOOL 3.—Continued.

ending 31st December, 1909.—Continued.

Equip	ment.			Fee	es.	
	Maps, charts, etc.	Art models and supplies.	Total value of equipment.	Monthly fees of pupils of section.	Monthly fees of other pupils.	Total Government grant.
28	\$ 30	\$ 6	\$ 310	\$ c. 50	\$ c. 1 00	\$ c. 385 56
29	72	63	732			308 05
30	37	25	529	1 00	1 00	265 10
31 32	32	23 26	202 445	1 00	2 00 1 00	$207 74 \\ 355 05$
33	42	10	320	70	70	385 75
34	33	44	678	75	75	471 50
35 36 37 38	17 7	17 25 53	281 376 238 880	1 00	1 00 1 00 1 00	* 274 55 191 92 500 25
39	57	25	485	60	1 00	504 86
40 41	25	14 25	264 350	25c.; 50c.; 75c. 1 00	25 1 00	*
42	50	55	848	75	. 75	606 19
43 44 45 46	47 25 68 20	26	573 163 183 358	1 50	1 00 50 1 50	231 46 197 84
47 48	15 75	25 95	337 1,041	1 00 1 00	1 00 1 00	245 95 695 10
49 50 51 52 53	30 18 42 37 28	31	349 150 434 384 439	1 00		
54	30	17	478	3		1,078 30
55	10	0	230		1 00	
56	2			Class Grant in 1916		348 25

^{*} Paid Fifth Class Grant in 1910.

Schools arranged alphabetically according to Post Offices.	Name of School.	Schools under Continuation School Board.	Names and Degrees of Teachers giving whole of time to Continuation Schools.
57 Guelph	Macdonald Consolidated Hanover		Eli Robinson, B.S.A. Jas. A. Magee
59 Harrow	9 S. Colchester		Frances Mawhinney K. Stella Mott C Ward Butcher
61 Highgate	6 Orford		Annie M. Dolan
62 Huntsville	Huntsville		S. L. Gregory
63 Jarvis	10 Walpole 10 Nepean		Lulu J. Edmunds Mabel L. Gesner Afra Schumacker
65 Kars	U. 3 North Gower Keewatin		Annie L. Dunwoodie
67 Kenmore	15 Osgoode 5 Fitzroy		Christopher SummersLulu M. Philp, B.A.
69 Lakefield	Lakefield	• • • • • •	W. B. Harvey. Beatrice Brain, B.A. R. Beatty.
71*Lansdowne	9 Leeds & Lansdowne Ft.		Mary E. Lynch
72 Little Current 73 Lucknow	Little Current Lucknow	• • • • • •	Albert Baker, B.A
74 Malakoff	3 Marlborough	• • • • • • ,	Frances E. McLean Nellie M. Philp, B.A
76 Manitowaning 77 Markdale	2 Assiginack	1	H. Clarence Kinnel. Annie G. MacAllister. Geo. A. Clark.
78 Maxville	Maxville		Margaret L. Murray, M.A Sarah E. Parr
79 Melbourne	U. 16 Caradoc		W. G. Robinson Edna J. Patmore
81 Merrickville	11 Osgoode		J. S. Stewart
82 Millbrook	Millbrook		Olive Murray David Hampton G. Blanch Leitch
83 Milton	Milton	· · · · · ·	Wm. F. Inman. Minnie A. Whyte.
84 Morewood	12 Winchester	1	H. Loucks
86 Munster	13 East Gwillimbury 5 Goulburn		Estella R. Cragg Elva Gould
87 New Hamburg	New Hamburg New Liskeard		Julia Weir
* Closed in June, 1910.			Geo. Spark, B.A

SCHOOLS.—Continued.

-		Teachers.		Attendance and Classification of Pupils.									
	Number giving whole time.	Professional certificate.	Annual rate of salary.	Total number of pupils enrolled in 1910.	Number of boys.	Number of girls.	Number of pupils from section.	Number from other sections.	Number of other sections represented.				
57 58	$\frac{1}{2}$	II I H. S. Asst.	\$ 1,000 1,025 600	26 46	9 17	17 29	26 38	8	7				
59 60	$\frac{1}{2}$	I I I	$\frac{850}{1,000}$	44 46	22 19	22 27	27 44	17 2	6 2				
61	2	I	600 1,000 1,000	50	25	25	24	26.	6				
62	2	H. S. Asst. H. S. Asst.	1,100 1,100 650	81	25	56	60	- 21	5				
63 64 65 66	1 1 1 1	I I I I	$700 \\ 800 \\ 700 \\ 1,200$	38 31 14 23	$\begin{array}{c} 16 \\ 12 \\ 6 \\ 10 \end{array}$	22 19 8 13	23 14 8 23 18	15 17 6	6 6 4				
67 68 69	$\begin{array}{c} 1 \\ 1 \\ 2 \end{array}$	H. S. Asst. I H. S. Asst.	850 700 1,000 550	30 25 55	9 14 24	21 11 31	18 14 46	12 11 9	6 4 4				
70	2	I	700 700	66	20	46	34	32	22				
71 72 73	$\begin{array}{c} 1\\1\\2\\\end{array}$	I I I	$\begin{array}{c} 600 \\ 900 \\ 1,100 \\ 650 \end{array}$	23 64	10 28	13 36	23 40	24	8				
74 75 76 77	$\begin{array}{c}1\\1\\1\\2\end{array}$	I I H. S. Asst. H. S. Asst. I	750 800 800 1,100 650	11 37 16 45	5 18 4 18	$\begin{array}{c c} 6 \\ 19 \\ 12 \\ 27 \end{array}$	11 14 13 41	23 3 4	9 2 4				
78 79	$\frac{1}{2}$	II	800 700	53 32	27 15	26 17	30 12	23 20	11 8				
80 81	$\frac{1}{2}$	H. S. Asst.	575 700 800 550	28 58	9 24	19 34	13 44	15 14	10 8				
82	2	ΙΪ	750 625	52	19	33	40	12	8				
83	2	H. S. Asst.	900 700	65	28	37	52	13	5				
84	2	Î	$1,100 \\ 650$	53	24	29	24	29	18				
85	2	Î I	800 600	63	30	33	23	40	9				
86 87 88	$\begin{array}{c} 1 \\ 1 \\ 2 \end{array}$	II I I H. S. Asst.	$\substack{ 600 \\ 1,000 \\ 1,250 \\ 850 }$	23 33 42	13 22 19	10 11 23	13 23 33	10 10 9	3 6 5				

	,													
		Attendance and Classification of Pupils.—Continued.												
Schools arranged alphabetically ac- cording to Post Offices.	Number of pupils in Form I (Lower School).	Number in Form II, (Lower School).	Number in Form III (Middle School).	Number in Form IV (Upper School).	Number of pupils enrolled 1st half year.	Number enrolled 2nd half year.	Average age of latter,	Sept. 1st, 1910, Form I.		Sept. 1st, 1910, Form II.	Average age of latter, Sent 1st 1910 Form III		Average age of latter, Sept. 1st, 1910, Form IV.	Number of pupils taking agriculture or school gardening.
57 Guelph 58 Hanover	26 14	····ii	21	• • • • • •	17 33	11 33	у. 12 15	m. 5 5	у. 15	m. 6	у. 16		y. n	26
59 Harrow 60 Havelock	10 20	14 9	20 17		32 33	29 33	14 14	2 2	15 14	3	16 16	$\begin{vmatrix} 2 \\ 1 \end{vmatrix}$.		
61 Highgate	13	13	23	1	36	36	14	5	14	3	15	7	19	
62 Huntsville	54	17	10		60	52	14	6	15	3	16	5 .		
63 Jarvis	20 9 3 12 12 9 19	18 9 5 5 6 7 20	13 6 6 12 9		26 30 14 15 25 21 35	22 16 10 19 18 14 30	14 15 15 13 15 12	6 1 8 	15 15 14 15 16 17 13	2 6 3 1	17 15 17 16 16 16	6 .		3
70 Lanark	19	15	32		48	46	14		14	10	16	4		
71*Lansdowne 72 Little Current 73 Lucknow	11 17	6 18	6 29		21 50	18 52	14 14		15 16	3	15 16	8		
74 Malakoff	2 10 5 43	4 5 5	5 22 6 2		9 26 13 16	7 27 11 44	14 14 15 14	3 ₇	14 15 16	5 3 	15 16 17 17	6		
78 Maxville 79 Melbourne	26 8	24 4	$\begin{smallmatrix} 3\\20\end{smallmatrix}$		35 26	37 24	14 14	2 3	14 14	5	15 15	6		
80 Metcalfe 81 Merrickville	10 23	$\frac{10}{21}$	$\begin{array}{c} 7 \\ 14 \end{array}$	1	22 37	21 21	15 14		15 16		15 16	9 .	6 1	1
82 Millbrook	18	12	22		36	41	13	8	14	6	15	7		
83 Milton	19	15	31		46	45	13		15		16			
84 Morewood	20	12	21		44	35	14	11	16	2	16	9		
85 Mount Albert	22	16	25			44	14	2	15	1	6 1	1		
86 Munster 87 New Hamburg 88 New Liskeard	3 14 26	4 11 9	16 8 6	1	20 21 22	14 27 34		7 3 6	14 15 15	11	16 18 6		7	

^{*} Closed in June, 1910.

SCHOOLS—Continued

			Exam	ination	Result	s.		
Schools arranged alphabetically according to Post Offices.	Candidates for Normal School Entrance, 1910.	Number that passed.	Number that obtained honours.	Number presenting themselves at Normal Schools in Sept., 1910.	Number admitted to Normal Schools.	Candidates for Junior Matriculation, 1910.	Number that passed.	Number that obtained honours.
57 Guelph	9	2	1	·····i	1	5	i	
59 Harrow	7 5	$\frac{1}{2}$	1	1	1	$^{14}_{\ 3}$	4	
61 Highgate	9	8	4	1		2	2	
62 Huntsville	3	2		1	1	3	3	
63 Jarvis 64 Jockvale 65 Kars 66 Keewatin 67 Kenmore 68 Kinburn 69 Lakefield	12 4 1 4 2	1	• • • • • • • • • • • • • • • • • • • •			;	1	
70 Lanark	7	2		2	2	3	2	
71*Lansdowne	8	i	1	·····i	i	3	3	
74 Malakoff 75 Manotick 76 Manitowaning 77 Markdale	4 9	2	2			2	1	1
78 Maxville	2 2	2		i	i			
80 Metcalfe	6 3	$\frac{1}{3}$	1			2	2	
82 Millbrook	5					1	1	
83 Milton	3	2		1		4	2	
84 Morewood	8	3		5	5			
85 Mount Albert	11	5		2		2	2	
86 Munster	3 5 1	1 4	1	1	1	3 3 3	1 2 1	1

			4.*		1	-		4		D	4	V-	
	D	estin	ation	of b	'upil:	S.	- Oc	cupat	on of	Paren	ts.	Va.	lue of
Schools arranged alphabetically according to Post Offices.	Agriculture, etc.	Mercantile life.	Teaching.	Other professions.	Mechanical occupations.	Other pursuits.	Agriculture, etc.	Mercantile life.	Professions.	Mechanical occupations.	Other pursuits.	Library.	Scientific apparatus.
57 Gaelph	2 4	1 3	4			3	12 9	13	3	1 16	10 5	\$ 119 307	\$ 140 309
59 Harrow 60 Havelock	2 2	5 1	3 1		i	6	$\begin{array}{c} 21 \\ 10 \end{array}$	11 4	$\frac{1}{2}$	6	5 30	$\frac{142}{200}$	$\frac{130}{244}$
61 Highgate	1	1	3	3		6	37		1		12	154	166
62 Huntsville	3	2	7		2	5	24	20	10	20	7	296	442
63 Jarvis	6	1 1 3	1 2 	· · · · · · · · · · · · · · · · · · ·	4 : 1 :	5 2 2	20 31 7 23 19 15	2 i 5 32	2 i	7 2 4 1 6	5 22 2	154 68 81 45 114 162 150	199 125 100 192 76 161 227
70 Lanark		4	7	4	4		32	6	4	16	8	182	258
71*Lansdowne 72 Little Current 73 Lucknow	···· ₂	 1 1	 1 1	···· 5	• • • •	2	5 29	12 5	<u>i</u>	 3 3	2 19	18 11 327	$\begin{array}{c} 114 \\ 22 \\ 320 \end{array}$
74 Malakoff 75 Manotick 76 Manitowaning 77 Markdale	5	· · · · i	²	 1	• • • •	 1 2	11 27 5 15	 2 6 13	5	· · · · · · · · · · · · · · · · · · ·	8 5 5	100 51 37 173	118 95 89 89
78 Maxville 79 Melbourne	4 2	2	····i	1	4	1	27 20	11 4	7 2	3	4 3	219 118	$\frac{194}{140}$
80 Metcalfe	····i	₅	2 2		₁	6	14 17	5 9	1 5	3 11	5 16	$\begin{array}{c} 148 \\ 253 \end{array}$	191 139
82 Millbrook	2	3		1		2	22	18	6	2	4	213	241
83 Milton	1	1	1	1	2	13	16	7	5	15	22	314	306
84 Morewood	4	2	8				39	7	1	5	1	314	319
85 Mount Albert	3	2	5		1	6	37	8	1	3	14	310	322
86 Munster 87 New Hamburg 88 New Liskeard	2 1	i	 1 1	₁	····2	10	22 12 8	1 5 5	4 3	3 11	9 15	53 173 194	79 202 258

^{*} Closed in June, 1910.

SCHOOLS-Continued

Equipment.			F	ees.	
Maps, charts, globes, etc.			Monthly fee of pupils of section.	Monthly fee of other pupils.	Total Government grant.
\$ 57 59 58 52	\$ 15 52	\$ 333 720	\$ c.	\$ e. 1 00	\$ c. 214 60 476 75
59 25 60 8	52 8	349 460	20	$\begin{array}{cc}1&00\\40\end{array}$	229 98 474 83
61 16	29	365	2 50	2 50	450 05
62 53	44	835	1 00	75	1,083 94
63 25 64 3 65 39 66 25 67	27 5 10 25 10 29 24	405 201 230 287 200 381 459	45 50 1 00	1 00 1 00	226 80 191 40 184 96 614 76 206 35 233 51 442 55
70		440		1 00	197 51
71 31 72 73 29	12 22	175 33 698	50	1 00	182 59 334 60 512 57
74	2 17	218 169 135 329	1 00 1 00	50 1 00 1 00	190 65 225 37 375 26
78 4 79 25	13 15	430 2 98	50	$\begin{smallmatrix}1&00\\1&00\end{smallmatrix}$	247 40 204 60
80 81 25	23	339 440	50	$\begin{smallmatrix}1&00\\1&00\end{smallmatrix}$	245 66 410 15
82 41	49	544			348 05
83 80	28	728	70	60c.; 1.00	493 19
84 51	50	734	1 10	1 10	528 70
85 53	56	741	1 00	1 00	385 81
86 3 87 26 88 43	27 27	135 428 522		75	187 20 282 73 1,077 60

^{*}Paid Fifth Class Grant in 1910.

Schools arranged alphabetically according to Post Offices.	Name of School.	Schools under Continuation School Board.	Names and Degrees of Teachers giving whole of time to Continuation School.
89 North Augusta	17 Augusta		Eva M. Ranson
90 North Gower 91 Norwich	6 N. Gower Norwieh		Margaret E. Craig
92 Odessa 93 Oil Springs	13 Ernestown Oil Springs		Norma Dunwoodie
94 Orono 95 Paisley	12 Clarke		H. E. M. Weatherill
96 Pakenham	4 Pakenham		N. D. Morris. Arletta Nelson. Mary McCreary
97 Palmerston	Palmerston		Chas. Cameron
98 Parry Sound	Parry Sound		J. L. Moore, B.A. Alex. Burke Fannie M. Simpson
99 Plattsville	24 Blenheim		Wm. P. Downes. Cora Beswick Mina Russell
101 Powassan	Powassan		Norman A. Irwin Grace Wightman Ida Norton
104 Richmond	Richmond		Elizabeth J. Fox
106 Ripley	10 Huron		Annie J. Willoughby
108 Russell	2 Russell		Lillian File
111 Southampton	Southampton		J. D. Thompson Minnie H. Tupling Isabella E. Dobbie
112 Spencerville 113 Springfield	15 Edwardsburg Springfield	1	Wilhelmina D. Rutherford Jas. E. Burchell A. E. Eastcott
114 Stayner	Stayner		George Wallace
115 Stella 116 St. George 117 Stittsville	1 Amherst Island 8 S. Dumfries		E. S. Mackenzie
118 Stouffville	Stouffville	[• • • • •	Allan Gilmour, B.A
119 Tavistock	Tavistock		J. J. Edwards, B.A.

SCHOOLS-Continued.

	Teachers.		Attendance and Classification of Pupils.									
Number giving whole time.	Professional certificate.	Annual rate of salary.	Total number of pupils enrolled in 1910.	Number of boys.	Number of girls.	Number of pupils from section.	Number from other sections.	Number of other sections represented.				
89 2	I	\$ 750 500	24	12	12	12	12	8				
90 1 91 2	I I I I	\$ 750 500 900 1,000 650 850	34 60	14 26	20 34	19 33	15 27	4. 5				
92 1 93 2	H. S. Asst.	650 850 950 600	35 51	18 11	17 40	23 40	12 11	6 8				
94 1 95 2	H. S. Asst.	750 900	19 56	8 20	11 36	15 30	4 26	3 14				
96 2	I	700 850	67	25	42	37	30	6				
97 2	I I	700 1,100	60	22	38	36	24	5				
98 3	H. S. Prin.	600 1,400 1,150 750	85	25	60	73	12	3				
99 1 100 2	I	750 850 800	45 31	16 10	29 21	27 13	18 18	7 2				
101 1 102 1 103 1 104 1 105 1 106 1 107 1 108 1 109 1 110 3	H. S. Prin. I I I I I I I I I I I I I I I I I I	650 850 700 800 700 1,100 800 1,200 750 700 1,400 600	31 27 27 31 25 27 35 23 14 67	8 14 5 13 11 6 15 11 7 26	23 13 22 18 14 21 20 12 7 41	25 24 25 23 15 14 35 23 12 38	6 3 2 8 10 13 2 29	5 2 1 6 4 7 2 16				
111 2	H. S. Asst.	700 900	39	14	25	36	3	3				
112 1 113 1 114 2	I I I	600 1,000 1,000 975	45 29 76	24 13 40	21 16 36	17 21 44	28 8 32	7 3 12				
115 1 116 1 117 1	I I I I	600 600 750 650 900	13 31 21 62	4 19 9 36	9 12 12 · 26	$\begin{array}{c} 6 \\ 15 \\ 2 \\ 40 \end{array}$	7 16 19 20	4 5 7 10				
119 1 120 1	H. S. Asst.	$ \begin{array}{c c} 700 \\ 1,100 \\ 1,000 \end{array} $	25 47	17 23	8 24	18 25	7 22	2 8				

	Attendance and Classification of Pupils.—Continued.											
Schools arranged alphabetically ac- cording to Post Offices.	Number of pupils in Form I (Lower School).	Number in Form II (Lower School).	Number in Form III (Middle School).	Number in Form IV. (Upper School).	Number of pupils enrolled 1st half year.	Number enrolled 2nd half year.	Average age of latter,	Sept. 1st, 1910, Form 1.	Average age of latter, Sept. 1st, 1910, Form II.	Average age of latter, Sept. 1st, 1910, Form III.	Average age of latter, Sept. 1st, 1910, Form IV.	Number of pupils taking agriculture or school gardening.
89 North Augusta	9	6	9		18	19	у, 14.	m.	y. m, 15	y. m. 16	y. m.	
90 North Gower 91 Norwich	6 34	10 11	18 15		27 41	25 48	14 14	5	$\begin{array}{ccc} 15 & \dots \\ 15 & 1 \end{array}$	16 8 17 1		
92 Odessa 93 Oil Springs	7 24	11 16	17 11		28 37	28 34	13 14		15 2 15 2	16 2 17 1		
94 Orono 95 Paisley	11 33	8 11	12		3 36		14 15	7 6	15 10 16 1	17 3		
96 Pakenham	32	13	22		48	47	14	4	15 8	14 7		
97 Palmerston	11	27	22		48	45	13	4	14 11	16 8		
98 Parry Sound	45	27	13		52	64	15		14 8	16 5		
99 Plattsville 100 Port Burwell	14	10 10	21 13	• • • • • •	33 21		-4 4		14 15	16 7		
101 Powassan	1 4	9 7 7 8 5 6 6 6 12 10 22	6 8 8 17 10 16 26 10		26 23 16 21 16 20 27 22 10 45	14 23 26 20 21 22 18 14	15 15 14 14 13 14 13 12 13 14	8 6 9 10 11 10 3 10	15 8 14 6 15 15 1 18 14 4 15 2 14 4 16 9	17 16 16 6 17 15 6 17 10	16 7 15 2	9
111 Southampton	16	9	14		29	32	14	6	15 3	16		
112 Spencerville 113 Springfield 114 Stayner	6	15 10 29	19 13 24		37 21 65	18	14 13 14	15	$\begin{bmatrix} 14 & 10 \\ 15 & \dots \\ 14 & 6 \end{bmatrix}$	16		
115 Stella 116 St George 117 Stittsville 118 Stouffville	10	6	$\begin{array}{c} 10 \\ 7 \end{array}$		13 20 18 41	19 11	13 13 13 13	1 5 ··· 7	13 10 17 2 15 10 15 7	16 1 15 11		
119 Tavistock 120 Teeswater					19 32			$\frac{8}{10}$	15 6 15 2			

SCHOOLS.—Continued.

			Exan	nination	Resul	ts.		
Schools arranged alphabetically according to Post Offices.	Candidates for Normal School Entrance, 1910.	Number that passed.	Number that obtained honours.	Number presenting themselves at Normal Schools in Sept., 1910.	Number admitted to Normal Schools.	Candidates for Junior Matriculation, 1910.	Number that passed.	Number that obtained honours.
89 North Augusta	2	1				2	1	
90 N. Gower	7 10	2_4	······i	2	2	1 4	1 3	
92 Odessa	1 9			1		5	1	
94 Orono	8	5	1	3	3	3		i
96 Pakenham	6	1				3	2	
97 Palmerston	10	3		1		9	5	
98 Parry Sound	2	1		1	1	1	1	
99 Plattsville	12 1	7	3	4	3	5 1	4	
101 Powassan	3 1					i	1	
103 Richard's Ldg	3		2			$\frac{2}{1}$	2	
105 Ridgeway	4 9	$\frac{2}{1}$		1	1			
108 Russell	5		1			·····i	· · · · · · · · · · · · · · · · · · ·	
110 Shelburne	Э	0		L		-		
111 Southampton	1	1		1	1			
112 Spencerville	9					$\begin{bmatrix} & & 6 \\ & \ddots & \\ & & 2 \end{bmatrix}$	4 1	
115 Stella	1 2)	4	4	
116 St. George	3							
119 Tavistock 120 Teeswater				الم		6 5	1	1

		I	estir	atio	n of l	Pupil	s.	Oc	ecupat	ion of	Paren	ts.	v	alue of
	Schools arranged alphabetically according to Post Offices,	Agriculture, etc.	Mercantile life.	Teaching.	Other professions.	Mechanical occupations.	Other pursuits.	Agriculture, etc.	Mercantile life.	Professions.	Mechanical occupations.	Other pursuits.	Library.	Scientific apparatus.
89	North Augusta		2	1		1	1	15	2		2	5	\$ 125	\$ 128
	North Gower Norwich		3	5			1 5			4 3	2 9	6 8	85 235	88 125
92 93	Odessa Oil Springs		5	1 5			67		8	$\frac{2}{1}$	9 17	3 2	$\frac{300}{151}$	161 224
94 95	Orono	• • • •		3				8 26	5 7	5	6 12	6	96 316	61 465
96	Pakenham	6	5			1	2	43	6	5	6	7	139	93
97	Palmerston	1	1	3			1	21	8	2	6	23	305	303
98	Parry Scund		5	3	1	2	14	14	10	5	50	6	346	488
99 100	Plattsville Port Burwell	2 7	1	3			• • • •	····i8	$\frac{1}{6}$	6 2	8	30 1	90 162	119 156
104 105 106 107 108 109	Powassan Princeton Richard's Landing Richmond Ridgeway Ripley Rodney Russell Schomberg Shelburne	10	₂	5 2 1 	····· 2 ···· 4 1 ···· 1	4	 1 1 2 1 3 4	7 17 16 18 14 16 23 14 4 34	9 3 3 5 5 1 2 12	1 2 2 4 1 1 	8 1 4 1 2 5 1 9	6 4 2 6 5 5 1 7 7	50 236 88 131 80 226 157 105 94 309	200 164 100 97 164 263 187 73 133 455
	Southampton			1	2	1	2	4	5	. 2	11	17	260	218
113	Spencerville Springfield Stayner	4 4 5	1 1 5	₄			5 2	25 13 33	3 2 6	9 2 15	5	3 12 13	101 155 155	183 128 264
116 117	Stella St. George Stittsville Stouffville	8		• • • • •			1 9 10	10 21 13 26	1 2 1 14	1	2 3 6	1 6 4 8	5 170 53 76	30 151 83 151
119 120	Tavistock	14	3	3	···i		3	7 22	6	2 2	3	7	158 200	227 206

SCHOOLS-Concluded.

Equipn	rent.			Fee		
	Maps, charts, globes, etc.	Art models, etc.	Total value of equipment.	Monthly fee of pupils of Section.	Monthly fee of other pupils.	Total Government grant.
89	\$ 41	\$ 15	\$ 309	\$ c. 1 00	\$ c. 1 00	\$ c. 232 05
90 91	7 10	17 15	197 385	1 00	2 00	205 75 424 60
92 93	50 25	25 25	536 425	50	50 1 00	* 455 70
94 95	18 56	15 63	190 900	50, 50; 1 25	\$1.00, \$1.00. 1 25	* 474 55
96	58	24	314	1 00	1 00	394 97
97	58	40	706	50	50	475 50
98	77	59	970		1 00	1,683 10
99 100	43 10	32 26	284 354	50	1 00 50	241 25 216 70
101 102 103 104 105 106 107 108 109 110	19 26 20 10 5 43 80 52 23	15 24 27 38 25 24 2	275 458 223 262 276 570 449 254 252 916	50 50 1 00 1 00	50 1 00 1 00 1 00 50	233 61 419 90 192 51 287 12 275 30 340 00 201 10 184 95
111	63	26	567	80	80	427 61
112 113 114	36 15 70	17	351 315 519	1 00 1 00 5 50	1 00 1 00 1 00	298 73 206 30 425 55
115 . 116 117 . 118	34	30	388 166	5	28	238 36 208 02
119 120	5 <u>2</u> 48	24 25 25	46.	2 00 9 Fm. I 1.50; II 1.50 III 1.50	; I \$1,50; II 1.50; III 1.50	305 15 312 45

^{*}Paid Fifth Class Grant in 1910.

Schools arranged alphabetically according to Post Office.	Name of School.	Schools under Continuation School Board.	Names and Degrees of Teachers giving whole of time to Continuation School.
121 Thamesville	Thamesville		J. G. Cameron
122 Thessalon	Thessalon		Mrs. M. E. O. Edgar
123 Thornbury	Thornbury		R. H. Carbert
124 Tilbury	Tilbury		A. F. HareElsie C. Cowie
125 Tottenham	Tottenham		Annie Guilfoyle
126 Tweed	Tweed		A. Wilson, M.A.
127 Wallaceburg	Wallaceburg		E. Hanna E. U. Dickinson, B.A
128 Warkworth	2 Percy		Hattie Tremeer
129 Webbwood			Lucie A. Towle
130 West Lorne	Webbwood		Mary Sinclair, B.A. G. J. Kotzenmeyer
131 Westmeath	2 Westmeath		Roland D. Webb
133 Winchester	Winchester	1	Gertrude Griffiths E. J. Keenan
134 Woodbridge	Woodbridge		Miss A. J. McIntosh
135 Wroxeter	Wroxeter		Mary Scanlon
136*Amherstburg	Amharathura D.C.C.		St. A. W. Ett. 11
	Amherstburg, R.C. Sep.	• • • • • •	Sister M. Ethelbert
137 Eganville	Eganville, "Westport, "		Sister Ernestine
Totals, 1910		0	Signature St. Haldren
Increases	• • • • • • • • • • • • • • • • • • • •		
* 011 5 7 4040			

^{*} Closed in June, 1910.

SCHOOLS-Continued

	Teachers.			Attendance	and Classi	fication of	Pupils.	
Number giving whole time.	Professional certificate.	Annual rate of salary.	Total number of pupils enrolled, 1910.	Number of boys.	Number of girls,	Number of pupils from section.	Number from other sections.	Number of other sections represented.
121 2	H. S. Asst.	\$ 1,000	67	29	38	47	20	9
122 2	H. S. Asst.	600 1,100	45	16	. 29	36	9	4
123 2	Ī	800 850	36	14	22	20	16	5
124 2	I	1,050	31	14	17	20	11	6
125 2	I	625 500	69	29	40	31	38	13
126 2	I	$\frac{600}{1,000}$	48	17	31	35	. 13	5
127 2	I	$ \begin{array}{c} 550 \\ 1,250 \\ \hline \end{array} $	· 84	35	49	69	15	7
128 2	H. S. Asst.	750 800	47	24	23	19	28	13
129 1 130 1 131 1 132 1 133 2	H. S. Asst.	$\begin{matrix} 600 \\ 800 \\ 1,000 \\ 700 \\ 800 \\ 1,000 \\ 650 \end{matrix}$	5 20 24 24 70	3 9 7 5 37	2 11 17 19 33	5 14 12 17 59	6 12 7 11	4 4 7 6
134 2	H.S. Asst.	700 650	31	15	16	22	9	5
135 1	I	900	21	10	11 .	16	5	4
136 2 137 1 138 1	II II II	400 250 700 400	39 27	13 12	26 15	22 20	17 7	15 5
215 185		† ‡	5,917 5,866	2,543 2,494	3,374 3,372	3,865 3,841	2,052 2,025	868 792
30			51	49	2	24	27	76
30			51	49	2	24	27	16

[†] Average salary, Principal, in 1910, \$892; average salary, Assistant, \$637. ‡ Average salary, Principal, in 1909, \$828; average salary, Assistant, \$592.

	: 		Att	enda	nce and	l Clas	ssifi	cati	on o	 f Pr	mils			_	
Schools arranged alphabetically according to Post Offices.	Number of pupils in Form I (Lower School).	Number in Form II (Lower School).	Number in Form III (Middle School),	Number in Form IV (Upper School).	Number of pupils enrolled 1st half year.	Number enrolled 2nd half year.	Average age of latter.	n I.	Average age of latter.	n II.	tter,	a III.	Average age of latter,	Sept. 1st, 1910, Form IV.	Number of pupils taking agriculture or school gardening.
121 Thamesville	18	33	16		46	44	у. 14	m. 3	у. 16	m. 1	у. 17	m. 7	у.	m.	
122 Thessalon	15	19	11		31	31	14	6	16	9	18	4			
123 Thornbury	22	9	5		26	24	14		15	5	16	4			
I24 Tilbury	5	15	11		25	25	14	9	15	1	15	3			
125 Tottenham	27	19	23		54	49	14	4	14	3	15	4			
126 Tweed	15	19	14		34	48	14		15		16				
127 Wallaceburg	29	25	30		59	61	14	4	14	10	16	2			
128 Warkworth	7	12	28		38	31	14	10	15	3	17	1	16	2	
129 Webbwood	5 7 9 4 36	6 6 12 16	7 9 8 18			5 16 24 24 44	15 12 15 15 14	6 6 1 6 8	13 15 15 15	···6 3 5 2	14 15 16 16	4.0			• • • • • • • • • • • • • • • • • • • •
134 Woodbridge	11	8	12		24	21	14	3	14	5	15	3			
135 Wroxeter	18	3				21	14	3	15	2					
136*Amherstburg		* * * * * .								• • • ;		• • •			
137 Eganville	15 9	18 6	6 12		27 27	27 22	14 15	2 10	14 16	4 5	15 18	6 2			39
Totals, 1910 Totals, 1909	2,244 2,254	1,740 1,701	1,923 1,884	10 27	4,186 4,164										148 192
Increases Decreases	10	39	39	··i7	22	226									44

^{*}Closed in June, 1910.

SCHOOLS-Continued

			Exa	mination	n Resul	ts.		
Schools arranged alphabetically according to Post Offices.	Candidates for Normal School entrance, 1910.	Number that passed.	Number that obtained honours.	Number presenting themselves at Normal Schools in Sept., 1910.	Number admitted to Normal Schools.	Candidates for Junior Matriculation, 1910.	Number that passed.	Number that obtained honours.
121 Thamesville	3	1		1	1	- 3	2	
122 Thessalon	3					2	2	• • • • • • • • • • • • • • • • • • • •
123 Thornbury	2							
124 Tilbury	2	1		1	1	2	. 1	
125 Tottenham	9	4				. 4	2	
126 Tweed	4	2						
127 Wallaceburg	6	3		5	5	2	2	
128 Warkworth	12	6	1	1		5	2	
129 Webbwood	3							
130 West Lorne	1	·····i						
132 Westport	3 5	3				5	4	
134 Woodbridge	2	1		1	1			
135 Wroxeter								
136 Amherstburg, (R.C. Sep								
137 Eganville (" 138 Westport ("	8	2		2	2	2	·····i	
Totals, 1910 Totals, 1909			49 44		58 47	267 269	149 129	5 8
Increases	20	22	5	13	11	2	20	3

	D	estin	ation	of F	Pupil	S.	Oc	cupat	ion of	Paren	ts.	V	alue of
Schools arranged alphabetically according to Post Offices.	Agriculture, etc.	Mercantile life.	Teaching.	Other professions.	Mechanical occupations.	Other pursuits.	Agriculture, etc.	Mercantile life.	Professions.	Mechanical occupations.	Other pursuits.	Library.	Scientific apparatus.
121 Thamesville	2	2	2	4		3	34	6	2	3	22	\$ 201	\$ 177
122 Thessalon	2	6			1	5	10	7	6	12	10	183	225
123 Thornbury	1	1		2	1	5	18	6	1	3	8	78	181
124 Tilbury	1	4	1				13	8	5	2	3	153	176
125 Tottenham				7			29	6	3	10	21	175	293
126 Tweed							13	12	6	6	11	156	201
127 Wallaceburg		2	1		1	16	20	11	8	14	31	327	330
128 Warkworth	1	2	1			12	25	2	3	6	11	280	320
129 Webbwood	2	1 1 1		1 1 1 1		1 ₂	5 18 7 26	4 5 6 3 10	1 1 i		5 6 25		$ \begin{array}{r} 67 \\ 175 \\ 45 \\ 150 \\ 260 \end{array} $
134 Woodbridge			1				21	4	2	3	1	104	132
135 Wroxeter			6	15			11	4			6	64	83
136*Amherstburg R.C. Separate		• • • •		• • • •					• • • •			250	623
137 Eganville R.C. Separate 138 Westport R.C. Separate			4			3 1	18 14	6	3	5 3	7	261 155	150 149
Totals, 1910 Totals, 1909	249	214 166	194 163	109 86	84 86	414	2,589 2,478	894 855	366 343	858	1,210	22,197 19,201	27,534
Increases Decreases		48	31	23	2	1	111	39	23	31	91	2,996	4,329

^{*} Closed in June, 1910.

SCHOOLS-Concluded.

	Equ	ipment.	į	Fee	es.	
	Maps, charts, globes, etc.	Art models, etc	Total value of equipment.	Monthly fee of pupil of section.	Monthly fee of other pupils,	Total Government grant.
121	\$ 37	\$ 28	\$ 443	\$ c.	\$ c. 1 00	\$ c. 449 35
122	50	25	483		• • • • • • • • • • • • • • • • • • • •	625 70
123	90	23	372	50	50	320 65
124	24	28	381	1 00	1 00	444 25
125	51	67	586	1 00	1 00	391 50
126	32	25	414	50	1 00	266 81
127	68	56	781		1 00	622 00
128	51	50	701	1 10	1 00	405 45
129 130 131 132 133	10 30 20 25 55	20 25 5 23 35	120 392 118 406 620	1 00	1 00 50 1 00	251 70 278 19 503 50
134	54	2	292	1 00	1 00	376 38
135	14	6	167	I 50; II 75; III 1.00	I 60; II 85; III 1.25	*
136	60	25	958			318 75
137	60	25	496			229 96
138	23	26	353		50	147 05
-	4,526 3,801	3,449 3,043	57,706 49,250			†48,588 09 40,222 61
	725	406	8,456			

^{*} Paid Fifth Class grant in 1910. + In addition to this amount, the sum of \$112.65 was paid to Vernon Continuation School, which was closed early in the year.

LIST OF CONTINUATION SCHOOLS, JANUARY, 1911, ARRANGED ALPHABETI-CALLY, ACCORDING TO POST OFFICES.

Acton. Alliston. Alvinston. Amherstburg (District). Arkona. Ashton. Avonmore Ayr (Union). Bath. Beaverton. Beeton. Belmont. Blenheim. Blind River. Blyth. Bolton (District). Bothwell. Bracebridge. Bruce Mines. Brussels. Burk's Falls. Burlington. Bridgeburg. Cannington. Cardinal. Carp. Chesterville (District). Claremont. Cobden. Coldwater. Comber. Cookstown. Crediton. Creemore. Cummings' Bridge. Drayton. Dresden. Drumbo. Dundalk (District). Durham. Eganville, Public School. Eganville, Separate School. Elmira. Elmvale. Ennismore. Erin. Exeter. Fenelon Falls. Feversham. Finch. Fitzroy. Flesherton (District). Fort Frances. Gore Bay Grand Valley. Guelph. Hanover. Harrow. Havelock. Highgate. Huntsville. Jarvis. Jockvale. Kars. Keewatin. Kenmore.

Kinburn.

Lanark.

Lakefield.

Little Current. Lucknow. Lyndhurst. Malakoff. Manotick. Manitowaning. Markdale (District). Maxville. Melbourne. Metcalfe. Merrickville. Millbrook. Milton. Morewood (District). Mount Albert. Munster. New Hamburg. New Liskeard. North Augusta. North Gower. Norwich. Odessa, Oil Springs. Orono. Paisley. Pakenham. Palmerston. Parry Sound. Plattsville. Port Burwell. Powassan. Princeton. Richard's Landing (Union). Richmond. Ridgeway. Ripley. Rodney. Russell. Schomberg. Shelburne. Southampton. Spencerville. Springfield. Stayner. Stella. St. George. Stittsville. Stouffville. Tavistock. Teeswater. Thamesville. Thessalon. Thornbury. Thorndale (District). Tilbury. Tottenham. Tweed. Vernon. Wallaceburg. Warkworth. Webbwood. West Lorne. Westmeath. Westport, Separate School. Westport, Public School. Winchester (District). Woodbridge. Wroxeter.

APPENDIX T-REPORT OF THE INSPECTOR OF TECHNICAL EDUCATION

HON. R. A. PYNE, M.D., LL.D., M.P.P.,

Minister of Education.

SIR,—In view of the report on Technical and Industrial Training now being prepared by the Superintendent of Education, it is neither necessary nor desirable that I should write a report of the same character as that sent to you in previous years.

Instead thereof I beg to submit in tabular form some details which will serve to answer questions often asked, and give information frequently required by educational authorities desirous of introducing some form of Manual Training and Household Science into the schools under their jurisdiction.

I am, Sir,

Your obedient servant,

ALBERT H. LEAKE.

L-MANUAL TRAINING CENTRES

-						
Remarks.	Mr. Medcalf acts as supervisor, being allowed 3 or 4 half days per week for this purpose. Principals of the schools taking their own classes in M.T.	In addition 215 Normal students.	Manual training is notat present taken in any of the Collegiate Insti- tutes,	Evening classes are held in Queen Alexandra, Lansdowne and Dewson Street Schools.	No Manual Training in the Public Schools.	To be moved into building now occupied by Collegiate Institute as soon as new C. I. is completed.
Equipment.	Equipped with 20 benches and all necessary tools for elementary woodworking. The Commercial classes are provided with equipment for copper and brass work.	Cardboard work, clay modelling, wood work.	Each centre is equipped with twenty benches and the ordinary woodworking tools.		Bench work, wood turning, wood carving, mechanical	20 benches, etc.
Accommodation.	All the rooms are ordinary school class rooms, in most cases specially built, and in others adapted for Manual Training. They are light, airy and well venti-	2 rooms, elementary and advanced.	Elementary woodwork is provided for in a room of the ordinary class room	type. early in January.	50 ft. x 36 ft, x 9 ft.	Temporary room
Length of Lesson.	1, hours.	3 to 1 hour.	1½ hours 2 hours.	be opened	Classes only to 2 hrs,	1_2^{1} to $2 \mathrm{hrs}$.
Grades.	Junior III to Com- mercial.	All grades.	Junior IV and Senior	centres to	Evening Forms I, II.	IV.
No. of Pupils	102 89 102 131 131 133 88 133 88 133 133 133 133 1	228	300 300 300 300 300 300 300 300	300 These four	is used for 213	198
Salary.	\$1,500 to \$2,000 by \$100 \$950 \$1,400 by \$75 \$75	\$1,440	\$1,200	\$1,600	This centre \$1,300	\$780
Teacher,	C. Medcalf. R. S. Holmes. Oliver Watkins. H. S. Winchester Vinchester C. Jandrew C. Rose.	G.S.Harterre	A.J. R. A.J. R. J. Slan J. Slan J. H. Cunnii T. T.	J. N. Shortill J. C. Hamil- ton. E. Beattie. J. N. Moffatt. J. Brennan.	Various. A. Hatch.	A. Styles.
Location of Centre.	1 Slater Street School C. Medcalf. 2 Wellington Street School 3 Elgin Street School 4 Glashan School 5 First Avenue School 7 Creighton Street School 7 Creighton Street School 9 Percy Street School 10 Osgoode Street School 11 George Street School 12 Rideau Street School 12 Rideau Street School 13 Bolton Street School 13 Bolton Street School 14 George Street School 16 George Street School 17 C. Jandrew 18 Bolton Street School 18 Bolton Street School 19 Rideau Street School 10 C. Rose 11 Rideau Street School 12 Rideau Street School 13 Bolton Street School 14 Rideau Street School 15 Rideau Street School 16 Rideau Street School 17 Rideau Street School 18 Rideau Street School 19 Rideau Street School 19 Rideau Street School 10 Rideau Street School 10 Rideau Street School 10 Rideau Street School 11 Rideau Street School 12 Rideau Street School 13 Rideau Street School 15 Rideau Street School 16 Rideau Street School 17 Rideau Street School 18 Rideau Street School 19 Rideau Street School 19 Rideau Street School 19 Rideau Street School 10 Rideau Street School 10 Rideau Street School 10 Rideau Street School 10 Rideau Street School 11 Rideau Street School 11 Rideau Street School 11 Rideau Street School 12 Rideau Street School 12 Rideau Street School 13 Rideau Street School 14 Rideau Street School 15 Rideau Street School 16 Rideau Street School 17 Rideau Street School 18 Rideau Street School 18 Rideau Street School 19 Rideau Street School	14 Model School G.S.Harterrel TORONTO.	15 Wellesley School H. J. Baker. 16 Lansdowne School A.J.Rostance 17 George Street School J. Slaughter. 18 Queen Alexandra School H. 19 Givens Street School T. T. Carpenter.	20 Dewson Street School J. N. Shortill 21 Parkdale School J. C. Hamil- 22 Kimberley School E. Beattie. 23 Western Avenue School J. N. Moffatt. 24 Kent School J. Brennan. 25 Normal Model School J. H. Wilkin-	26 Broadview Boys' Ins Various. 27 Kingston Coll. Ins	28 Brantford Public School A. Styles.

Evening classes are held 3 evenings per week.	No Manual Training in Col. Institute. No evening classes.	:	al Training. No evening classes. The Commercial, Second and Third	Forms take metal work.	An evening class is held in mechanical drawing for work-		M	districts.	TO CYCHIUS CIASSOS.	forging and 55		Mr. Bailey of the Technical School acts as Supervisor of Public School Manual Training.
Woodwork, forging, machine shop, wood turning, mechanical dr.	Wood work and wood turning. Bench work, wood turning,	chine shop practice, me- chanical draw- ing.	Advanced Manual Training. Bench work, No evening wood turning, The Comforging, ma-	chine shop practice, beaten metal, mechan- ical drawing.	7 vises and 1 forge in addition toordinary	equipment.	20 benches with tools.	TI CONTRACTOR	turning, forging,	practice, mechanical drawing working, 78 take	Institutes.	20 benches and usual equip- ment.
Separate build'g	Separate build- ing. Separate build- ing.		Elementary and Separate build- ing		47 ft. x 24½ ft. x 13 ft.	or nine	25 ft. x 33 ft. x 11½ ft.		23 hours. of the Coll. Ins.	160 take wood-	Collegiate	2 rooms. 24 ft. x 32 ft. x 8 ft. 6 in.
2½ hours	2 hours		Two rooms— 2 hours and 2 hours		1½ to 2 hrs.	three mon ths	teachers of $2\frac{1}{2}$ hours		2 nours and 23 hours.	School School	Schools and	Junior IV to J. IV, 1½ hrs., Commercial. S. IV, 2 hrs.
Forms I, II,	J. III to S. IV Junior IV to Form I.		Students. Junior IV to Form III		J. III to Com.	one month,	J. III, J. IV Continua-	tion.	Form III	the Techni-	Public	Junior IV to Commercial.
26	186		Normal 237		221		wishing to 28	, i	167	attending		317
\$1,200	\$825 \$1,250 to \$1,400		\$1,300 \$1,300 to \$1,500		\$1,100	offers	for persons \$650	() 1	\$1,150	to the bove	shoppractice	\$800
r.H. Jenkins.	G. K. Casselman W. A.Adams.		S Pickles. J. S. Mercer.		A. Chambers.	This	F. J. Phelan.	D. W.	Houston.	In addition	machine	F. Taylor.
29 Brantford Coll. Institute T.H. Jenkins.	30 Brockville Public Schools. G. K. Casselman 31 Stratford Coll. Institute W. A. Adams.		32 Stratford Normal School S Pickles. 33 Woodstock Coll. Institute. J. S. Mercer.		34 Guelph Public Schools A.Chambers.	35 Guelph Machinery Hall	36 Guelph Consolidated School F. J. Phelan	37 Berlin Collegiate Institute D. W.		38 Hamilton Technical and	· · · · · · · · · · · · · · · · · · ·	Street School

I.-MANUAL TRAINING CENTRES-Concluded

Location of Centre. 40 Caroline Street School A. J. 41 Normal School S. P. 42 London Normal School S. P. 43 London St. George's A. M. 44 London Lorne Avenue F. Tr 46 Ingersoll F. Tr 47 Cornwall Public School R. F. 48 St. Thomas E. Fr 49 Galt Collegiate Institute C. T. 50 Owen Sound Collegiate Institute J. D. 53 North Bay Normal A. Cl 54 Peterboro Normal School J. D. 55 Peterboro Public School J. Wh 56 Fort William J. Wh 57 Sault Ste. Marie J. F.	1MANUAL TRAINING CENTRESConcluded	Teacher. Salary. No. of Pupils Grades. Lesson. Accommodation. Equipment. Remarks.	A. E. Wilcox. \$1,000 305 Junior IV to J.1V 1½ hrs., 2 Rooms. Commercial, S. IV 2 hrs., 22 ft, x 30 ft, x	A.J. Painter. \$1,100 136 Junior IV to J.IV 13 hrs Two Rooms. 20 Commercial. S. IV 2 hrs.	S. Pickles. \$1,300 92 IV 1½ hrs. Two rooms. 2	43 London St. George's A. Moir. \$800 172 IV 14 to 15 hrs. 30ft, x 30ft, x 8ft. 20 benches and Basement room.	 Tanton. \$1,200 Recently J. IV to F. II 2 hours	47 Cornwall Public School N. Cornell. \$850 95 J. III to S. IV 2 hours, Basement. 20 benches and usual equip-	St. Thomas E. Faw. \$1,300 232 S. III to F. I 1½ and 2 hrs. 18 ft. x 90 ft. In lieu of accommodation in the schools usual equipation in the schools ment.	te. C. T. Yeo. \$1,150 214 J. IV to F. II 2 hours. Well lighted 20 benches and Evening classes held basement. usual equip-	A. E. Hutton \$1,200 202 Junior IV to 13 hours 35ft.x24ft.x10gft.	Winan, \$650 34 All (Collier, \$1,200 Not yet organized, Colliers, \$1,300 Not yet organized, Colliers \$1,300 Not yet inspected,	A. F. M. St., 200 Accommo d Hagerman \$1,200 Aroom in J. Whiddon.	J. F. Later, \$1,200 Woodwork, from the S	
		Salary.	Wilcox. \$1,000	\$1,100		\$800	\$1,200		\$1,300	Yeo. \$1,150	Hutton \$1,200	tyman, \$650 Collier, \$1,200	F. \$1,200 {	\$1,200 Wo	1

11.—HOUSEHOLD SCIENCE CENTRES

Remarks.	A separate diningroom is provided.	regular and In Y.M.C.A. Evening classes are	Dir Ba Gin	School lunches served. Miss Strong, of the Technical School acts as Supervisor. aking.
Equipment.	Cookery. Needlework. All rooms are equipped alike with accommodation for 24 girls at one time for cookery.	on mind number of ent periods. Cookery, needlework Cookery, Cookery.	Cookery, Needle-work. Cookery, Needle-work. Cookery, Needle-work.	Cookery, Needle-work. Cookery. Cookery. Cookery. Cookery. ery and dressm
Accommodation.	36 ft x 36 ft x 14 ft 27 ft x 36 ft x 14 ft 27 ft x 36 ft x 14 ft 40 ft x 40 ft x 14 ft 36 ft x 24 ft x 13 ft 36 ft x 24 ft x 13 ft 36 ft x 24 ft x 13 ft 36 ft x 24 ft x 15 ft 33 ft x 30 ft x 15 ft January.	Two kitch ensare equip ped here, and a large and vary ling number of special students take courses of different periods. 294 S. III to S.IV 1½ and 2 hrs. 33 ft x 21 ft x 24 ft Cookery, needle. 282 J. IV to F. III 1½ and 2 hrs. 33 ft x 39 ft x 12 ft Cookery, 212 J. III. to S. IV 2 hours. 33 ft. x 27 ft. Cookery.	lft. 3ft. 3ft.	R. R. Fft. 3ft. 0ft.
Length of Lesson.	1 to 1 hrs, 3	students take and 2 hrs. III to S. IV 1½ and 2 hrs. IV to F. III 1½ and 2 hrs. IV to F. IV 1½ and 2 hrs. IV to S. IV 2 hours.	only. J. IV to F. I 1½ and 2 hrs. 31 ft. x25ft.x1 ⁴ J. IV to F. III 2 hours. 33 ft. x 24 x 8 J. III to S. IV 1½ and 2 hrs. 24 ft. x 39 x 13 All. 2 hours. 32ft.x27 ft.x11	2 hours. 1½ and 2 hrs. " are held in
Grades.	All Junior 1V and Senior IV early	ens are equip students S. III to S. IV J. IV to F. III J. III. to S. IV	only. J. IV to F. III J. IV to F. III J. III to S. IV All.	J. IV to F. II S. III to J. IV S. III to F. II Com. S. III to F. II. classes
No. of Pupils	149 293 324 334 307 261 319	Two kitch special 294 282 212	Students 234 189 252 73	228 294 312 314 244 evening
Salary.	\$1,000 \$650 to \$950	\$600 \$550 \$550	\$ chool \$500 \$550 \$750 \$650	\$500 \$500 \$500 \$500 \$700 Large
Teacher.	a. Miss Snell. Graham Graham Graynor Miss Williamson Wills Hils Wills Miss Hills Miss Hills Miss Bryans		E. F. E. F.	E. M. Ferguson. E. Lewis. E. Lewis. E. Lewis. B. Peebles. I. W. Strong
Location of Centre,	1 Model School, Ottawa E. Ro 2 Toronto Queen Alexandra. Miss 3 Dewson Street 4 King Edward 5 Wellesley Miss 6 Winchester Miss 7 Went Miss 8 Kent Miss 9 Perth Avenue Miss	10	16 Stratford Normal 17 Stratford Coll. Institute E. Pearson. 18 Woodstock	21 Macdonald Institute Training 22 Berlin Collegiate Inst E. M. Ferguson. 23 Hamilton, Wentworth E. Lewis. 24 Caroline N. R. Dickson 25 '' King Edward B. Peebles. 26 Technical Sch I. W. Strong

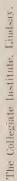
II.-HOUSEHOLD SCIENCE CENTRES-Concluded

t. Remarks,	This is Public School work in addition to the aining given to Normal students. It.x30ft. x 14 ft. Cookery. Public School girls	Temporary room, Cookery, Needle-Only 5 classes, work, laundry School lunchesserved	J. IV to F. II 14 to 2 hrs. 30ftx40ftx10ft Cookery, needle-Evening classes held. 2 in. work.	Evening classes held.
Equipment,	School work Normal stude Cookery.	Cookery, Nee work. Cookery, laun	Cookery, need work.	cookery.
Accommodation.	S.III to Com. 12and 2hrs This is Public School work in I, II Com. 1 to 2 hrs. 30ft.x30ft.x14ft. Cookery.	Temporary room.	30 ftx 40 ft x 10 ft 2 in.	pupils take work 30 ftx 40ft x 10 ft cookery, Albert College.
Length of Lesson.	13and 2 hrs.	students 2 hrs.	14 to 2 hrs.	inspected. Institute ools 2 hours and evening.
Grades.	S. III to Com. I, II Com.	J. IV to F. II J. IV to F. II	J. IV to F. II	take work here; not yet inspected. Collegiate Institute at both sch ools inspected. I. II, III, 2 hours boys. organized both day and evening take the work at
No. of Pupils Grades.	142	96	256	+ 5
Salary.	006\$	\$920 \$350 \$900	\$700	\$900 Not yet \$800 Classes for recently School
Teacher.	— Eliot. M. C. Macpherson.	A. B. Neville I. Eedy. F. Twiss.	F. P. Pritchard	Orly Steinhoff. Steinhoff. Steinhoff. E. Burns, Oys' Evening Classes Public
Location of Centre.	27 Hamilton Normal School. — Eliot. 28 London Collegiate Inst M. C. Macpherson.	29 " Normal School A. B. Neville 30 " Ingersoll, I. Eedy. 31 Galt Collegiate Institute F. Twiss.	32 Owen Sound Coll. Institute F. P. Pritchard	33 North Bay Normal PublicSchool 34 Peterboro Public School Ethel 35 Sault Ste Marie. 37 Stanford. 38 Toronto Broadview Boys' Evening 39 Thorold. 39 Thorold. 39 Thorold.















The High School, Oshawa.

APPENDIX U--REPORTS OF THE INSPECTORS OF HIGH SCHOOLS

I-REPORT OF INSPECTOR WETHERELL

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario:

SIR,—I have the honour to submit herewith my annual report on the High Schools and Collegiate Institutes in my inspectorate. You have already in your hands, from other sources, abundant statistics and information regarding the High Schools of Ontario. Little can be added of substantial value. Some supplementary information, however, and a few suggestions as to possible improve-

ments in various directions may not be regarded as out of place.

During the year 1909-1910 it was my privilege to visit the following fifty-two High Schools and Collegiate Institutes: Alexandria, Almonte, Arnprior, Athens, Barrie, Belleville, Bowmanville, Brighton, Brockville, Campbellford, Carleton Place, Cobourg, Colborne, Cornwall, Deseronto, Gananoque, Georgetown, Hawkesbury, Iroquois, Lindsay, Napanee, Kemptville, Kingston, Madoc, Markham, Morrisburg, Newburgh, Newcastle, Norwood, Omemee, Oshawa, Orillia, Ottawa, Pembroke, Perth, Peterborough, Picton, Plantagenet, Port Hope, Port Perry, Prescott, Richmond Hill, Rockland, Renfrew, Smith's Falls, Stirling, Sydenham, Trenton, Uxbridge, Vankleek Hill, Whitby, Williamstown.

All comments contained in this Report have reference to these fifty-two

schools and to no others.

ACCOMMODATIONS.

During the last two years very extensive improvements have been made in a large number of the schools of my inspectorate in the important matter of accommodations. Special mention should be made of Ottawa, Peterborough, Picton, Brockville, Orillia, Lindsay, Alexandria, and Oshawa. The new Collegiate Institute Building in Ottawa is so remarkable in all its appointments that I feel bound to make the description of it a special feature at the end of this Report. Under several important heads I here submit the recent grading of the fifty-two schools visited by me during last school year:

Grounds:

First-class grading, 18 schools. Second-class grading, 17 schools. Third-class grading, 11 schools. Fourth-class grading, 3 schools.

Three schools either have no grounds or grounds not worthy of grading.

Buildings:

Grade II., 28 schools. Grade III., 17 '' Grade III., 3 '' Grade IV., 4 ''

Class-Rooms:

Grade II., 23 schools. Grade III., 19 '' Grade III., 8 '' Grade IV., 2 '' Ventilation:

Grade I., 20 schools.

Grade II., 17

Grade III.. 9 Grade IV., 6 6

Gymnasium:

Grade I., 2 schools.

Grade III., 7 Grade III., 2 Grade IV. 1

No fewer than forty schools have no gymnasium.

As to Grounds—It is a great pity that only one-third of these schools have spacious and suitable grounds. When the school properties were originally purchased the question of ample play-grounds for boys and girls was, in most cases, not seriously considered, and now these properties are hemmed in on all sides so that desirable extensions are quite impracticable. Great care should be taken in the choosing of future sites, and no local choice of a site should be ratified by the Government unless the recreation grounds are extensive enough to furnish opportunities for school games of all kinds.

As to Buildings-The good work that has recently been accomplished in so many localities promises to proceed almost at once in as many more. The spirit of progress has apparently seized a large number of communities where secondary

education has a firm footing.

As to Ventilation.-Much remains yet to be done. The problem of Ventilation in some of the smaller schools has not yet been seriously faced. With an unlimited supply of vitalizing air just outside the school walls it does seem strange that trustees and even teachers are contented with air of the vilest kind, breathed over and over again by large classes of pupils in various stages of physical wellbeing. In more than one school I have seen the neglect of the trustees (or ratepayers) written woefully on the pallid faces of whole classes of suffering pupils, who with pure air would glow with abounding vitality.

As to Gymnasia.—The statistics tell a tale of indifference to physical education. Not one High School has a gymnasium for physical culture. That is, only a prospect of an elevation of status, from High School to Collegiate Institute rank, has had weight with school boards in this important matter. In my opinion, it is time that some pressure should be exerted by the Department on all High Schools with a view to providing some sort of accommodation for physical education all the year round, even if it be to the extent of only a large and well-venti-

lated play-room.

EQUIPMENT.

The improvements made in the equipment of the High Schools during the last two years, under the stress of the Approved Schools Regulations, have been very marked. The principal increase in the value of the scientific apparatus is due to the purchase of individual sets for practical work by the pupils in Chemistry and in Physics. The increase in the value of Art Models has been extraordinary. The value of the art models in the fifty-two schools has increased seventy-eight per cent. in one year. The regular normal increase in former years had been about twenty per cent. While most schools are now supplied with the minimum equipment of models required by the new regulations, much more should be done in most schools in the way of securing a greater variety of objects, especially those needed for colour work.

There is one section of the Equipment which is exceedingly meagre in all but a half-dozen schools. School museums are rare indeed, and collections of Biological specimens are inconsiderable. It is hoped that the payment of an annual grant on museums, now for the first time provided for, will produce the desired result.

SCHOOL DECORATIONS.

The decoration of High School class-rooms has only begun in this Province. To quote the Regulation: "The class-rooms should be decorated with good pictures, casts, vases, and other beautiful ornaments." As the grading of class-rooms will henceforth be lowered in schools not suitably decorated an improvement in this respect will doubtless be noted in the coming year. At present, in nine-tenths of the schools, blank walls—ugly areas of irritating and monotonous vacancy—unrelieved by decoration of any kind, are the rule. The rooms in which our High School pupils spend nearly half of their waking hours for three, four or five years, should be made to approach the attractiveness of the living room at home.

ATTENDANCE.

One of the evils inherited from the primitive conditions prevailing in a new country during the early days of settlement is congestion of attendance in the classes of the Public Schools. Unfortunately, many of our High Schools are not quite free from similar conditions. To illustrate how evils will persist even amid the strides of modern educational progress I have only to mention two instances of quite abnormal congestion observed during the past year. In one High School I found a single class of sixty-nine pupils. In another school I found a staff of four teachers endeavouring to develop the minds of 174 pupils. I am glad to add that the trustees of both these schools are ending this state of affairs by erecting commodious new buildings and employing larger staffs.

In nearly all the schools the new Approved Schools Regulations have worked an immediate reform in this regard. Of the fifty-two schools on which I report, thirty-four have an average enrolled attendance of under thirty for each teacher; fifteen do not go beyond thirty-five pupils; only three schools go beyond thirty-five pupils for each teacher.

WORK OF PUPILS IN READING, WRITING, AND SPELLING.

Under the regulation for Approved Schools I have paid particular attention to the work of the pupils in the three elementary subjects of reading, writing and spelling. A very pronounced view obtains among High School teachers that these elementary subjects should be confined largely to the Public Schools. The following facts will indicate clearly that pupils who have passed the High School Entrance Examination have still very much to do in all these subjects. The average status of the pupils of fifty-two schools is here given. From this average, each Principal will be able to determine how his own pupils stand relatively in the scale of efficiency.

Reading of First Form Pupils.—I have ranked as good readers twenty-eight per cent. of the pupils of the first forms; as fair readers, fifty-eight per cent.; as poor readers, fourteen per cent.

Writing of First Form Pupils.—Twenty-one per cent. of the pupils have acquired a graceful, legible business hand; fifty-three per cent. only a fair hand; twenty-six per cent. are poor writers.

Spelling of First Form Pupils.—Only fifteen per cent. of the pupils of the first form are good spellers; only thirty- two per cent. are fair; fifty-three per cent. of the pupils who have passed the test of the Entrance Examination are classed as poor spellers.

The pupils of the second forms in most schools show a marked advance over those of the new classes in reading. It cannot be said that the writing and spelling of the pupils of the second forms are sufficiently better than the writing and spelling of the junior pupils. In a small number of schools, where time and attention have been given to these two subjects, the whole situation has been radically improved in the space of a year. For example, in Vankleek Hill Collegiate Institute I found in the second form of thirty pupils not one poor writer, and of that class I was able to say that twenty-three had reached the standard aimed at.

In conducting the spelling lesson the common mistake is made in many schools of drilling the class in exercises consisting of technical and unusual words instead of stressing words of common occurrence. Such common words as privilege, governor, preceding, preferred, accommodate, mischievous, prairie, municipal, legible, similar, cemetery, laboratory—to quote a dozen words—were mis-spelt by scores of pupils who had been trained to spell such words as these, found in most spelling-books, alchemy, gherkin, sheik, llama, harlequin, pseudonym, khedive, iridescent, espionage, deshabille, sassafras, sardonyx.

PHYSICAL CULTURE.

The directions of the Regulations are specific regarding Physical Culture: "Throughout the High School course a systematic and well-developed course of exercises in drill and calisthenics should be taken up in each of the sub-divisions." The course in gymnastics is obligatory only in Collegiate Institutes. I regret to report that during the past year only twenty-four of the fifty-two schools have followed your directions. Six others had drill and calisthenics in fall and spring. Twenty-two schools made no provision whatever for physical education. Now that physical culture has been made one of the requirements for Approved Schools a reformation will probably be effected.

"A sound mind in a sound body," is as old as Juvenal, but attention to the progressive welfare of the human body is in the majority of our High Schools almost totally neglected. As long as pupils are not perceptibly ill it is assumed that they are doing well; and when they are perceptibly ill even the doctor declares that physical exercises would be harmful. No school of any grade has suitable accommodations which has not several acres of playground for games and sports and a suitable gymnasium for bodily exercises during the winter months. School games and sports, the inalienable right of all boys and girls, are not enough. A systematic course of exercise, both free and with apparatus, should be earnestly wrought out in every school. Nor is it sufficient to observe the dead letter of central authority. No physical culture is worthy of the name which is not pursued with alacrity and pleasure under the supervision of sympathetic instructors.

CONCERNING HISTORY AND ORAL COMPOSITION.

Although this is no place to deal with pedagogic topics I take occasion to call attention to two subjects on the programme, which, in many schools, are not, in

my opinion, handled with the skill and sympathy which they deserve.

(1) The first of these subjects is history (including historic biography). The influence of these subjects properly taught is incalculably valuable. These allied subjects give the young pupil an insight into the accumulated experience and wisdom of the ages, they unroll before him the long view over the course that the human race has travelled in arriving where it is to-day, they track out the main currents of the world's civilization, they prepare for inconceivable and abiding intellectual enjoyment in after years, they train intelligent citizenship and thus exercise a most salutary influence In the teaching of history, rote methods of instruction are too much yet in vogue in some schools. The open-text recitations, too often perfunctory and spiritless, are a snare and are apt to be a delusion. In the matter of biography it is no uncommon thing to find in the school library almost no lives of great men, and consequently biography, which should have the place of honour on the supplementary literature list, is in these schools conspicuous by its absence or by the astonishingly little emphasis which is given to it. No scheme of liberal culture can be regarded as satisfactory which does not include within its scope a familiarity with the life history of the great men of all ages who have ruled kingdoms and commanded armies and moulded the thoughts, the sentiments, the tastes, of their own times, and of all succeeding times. I fear that it is the dominance of examinations which more than any other cause interferes in our schools with a free, full, and generous treatment of history and biography.

(2) My second plea is for a fuller recognition of the value of oral composition. In many schools enormous progress has been made in recent years in this regard. In all schools further development is desirable. A great modern educator declares that "there can be no impression without expression." The pupil should have frequent informal and formal opportunities to express his knowledge, his opinion, his feelings, before his teacher and his fellow-pupils. Too long have teachers monopolized the class-room stage. The boys and girls should have the floor frequently, not only for fractions of a minute (as in the past), but also frequently for many consecutive minutes-not only in class debates (as in the past), but also in the more valuable individual effort on any suitable theme connected (cr better perhaps not connected) with the regular work of the school. There is no danger that these school exercises will produce a crop of babblers and platform bores. The oratorical bore is the man who has never been trained to express his ideas clearly, concisely, illuminatively, if indeed he may chance to have ideas worth expression. Dr. Arnold was ahead of his times in this as in many other things In emphasizing the value of oral examinations (one variety of oral composition) he says that oral training "develops the great and valuable talent of readiness and the very useful habit of presence of mind, so as to be able to avail one's self without nervousness of all one's knowledge and to express it at once by word of mouth. Presence of mind is a quality which deserves to be encouraged, and nervousness is a defect which men feel painfully through life." Bacon recognized the value of oral expression when after saying that "reading maketh a full man" he at once added "conference maketh a ready man."

THE SYSTEM OF ELECTIVES.

In recent years a tendency has been gaining ground in our secondary schools which, in my opinion, deserves to be closely watched, and in some cases checked. The great increase in the number of subjects on the programme in the last thirty years has produced the inevitable result, the desire on the part of a large fraction of the pupils to escape the burden. Pretexts of various kinds, some worthy of attention, many quite worthless, have been found by pupils, parents, educationists. The system of "Electives" has worked down from the University and the College to the very first form of the High School. This system of "Electives" has been carried very far in some of our schools and a rigid departmental regulation was framed to secure adequate attention for some of the scheduled studies. I am of opinion that for one year at least every High School pupil should be asked to take a somewhat comprehensive curriculum. Care should be taken that the pupils are not cut off on account of false or narrow ideas from the valuable information and the priceless training afforded by subjects not now classed by regulation as obligatory. The new rule of some American schoolmasters is not calculated to breed strong men and brave women: "No pupil," runs the namby-pamby injunction, "should be required to pursue a study after it is clear that the study does not appeal to him." A fine preparation for life is this! A pleasant dream of paradise life would be if we were not, after our school days, obliged to do any work, to engage in any undertaking, to perform any service, that does not appeal to us.

THE NEW OTTAWA COLLEGIATE INSTITUTE BUILDING.

In many respects the most important event in the history of Ontario High Schools during 1909 was the opening, without any flourishing of trumpets, of the magnificent new Collegiate Institute Building in the Capital of the Dominion. Without doubt it is now, and for a very long period it must remain, the most costly and splendid of the Collegiate Institute Buildings of this Province and of all Canada. It would seem that some permanent record should be preserved in the archives of the Department of Education respecting the phenomenal achievement of the Ottawa Board of Education. I am able, with the assistance of Principal McDougall and his capable staff, to give here a brief description, with numerous illustrations, of what has been accomplished by the enterprising and liberal citizens of Ottawa.

The Board of the Ottawa Collegiate Institute decided in March, 1907, to enlarge and remodel the building. The excavation work was begun in September of that year, and the building, with the exception of the laboratories, gymnasium and assembly hall, came into use in January, 1909. By September, 1909, all of the rooms were ready for use.

The cost of the work, including the amounts spent on heating, ventilation and equipment, was slightly over two hundred and seventy thousand dollars. The number of pupils for whom accommodation is now provided is between ten and eleven hundred. The building is an up-to-date structure, built of the best material, fire-proof in the new part, of striking architectural effect, and contains all the requirements of a modern academic high school.

The limited size of the site and the necessity of making the extension conform in utility and appearance to the plan and lines of the old building were considerations that, in the beginning, complicated the problem that the Board had to

solve. Fortunately, however, the walls of the old building were strongly built and of good material, and the architect succeeded in a remarkable degree in giving an

appearance of unity of design to the structure.

The Ottawa Collegiate Institute is of grey stone, about 300 feet in length, with an average of about 70 feet in depth. It is three stories high, with basement and attic. The central feature of the front on Lisgar Street is a square tower, while two smaller towers break the monotony of the skyline at the back. Other characteristic features of its external appearance are the circular bow at the east and the oriel windows, two at the front and one at the back.

There are three entrances, all from Lisgar Street. The central, or main, entrance leads up a flight of stone steps to the ground floor, and one on each side of this, for boys and girls, respectively, leads down four or five stone steps to the basement.

The ground floor contains fifteen classrooms, the library, the type-writing room, the office and the principal's private room. The classrooms are on opposite sides of a long corridor, and vary in shape and size, seating from thirty to fifty pupils. They are provided with slate blackboards and single desks. The window space is ample, and throughout the new part the light comes uniformly from the pupil's left. The central corridor is twelve feet wide, and is well lighted from the classrooms through windows near the ceiling, and also through large panes of glass in the doors.

Four rooms on this floor, at the east end, are assigned to the Commercial Department. The largest of these rooms contains forty special business desks of oak, each provided with a shelf and two drawers. There is also an equipment of

special filing cases and thirteen typewriters.

The first floor contains eleven classrooms, two private rooms for teachers, teachers' lavatories, and the main floor of the assembly hall. The assembly hall, including the gallery, has 1,030 opera chairs, and is intended to seat as many pupils as the building will accommodate. The arrangement of floor and gallery is compact, no part being far removed from the platform. The floor is slightly inclined downward to the front, giving an uninterrupted view from all parts of the hall. The platform itself is 40 feet in width by 20 feet in depth, with dressing rooms on both sides. The wall at the back of the platform is plain, and in illustrated lectures the pictures can be projected on it. There is also a drop curtain near the front of the platform that can be used for the same purpose. The acoustic properties are fairly good. The gallery is entered from the second floor.

The second floor contains the laboratories, six in number, a lecture room, the art room and the girls' gymnasium. The rooms on this floor are in some respects the best in the building, have high ceilings, and are well lighted by windows and skylights. There are separate laboratories for biology, chemistry, physics and

mineralogy, with two for the elementary science of the Lower School.

The purpose in providing six science laboratories was to enable students to deal in a systematic, practical way with the content of the course in science as prescribed by the Education Department—to enable them to gain a knowledge of the world around them, under supervision, through observation and experiment. By thus providing facilities for individual work, by furnishing space, equipment, and material, students accomplish most fully the primary purpose of a course in Science. Through adequate laboratory accommodation they acquire manual efficiency and an intellectual independence, which remain with them as a permanent possession.

Three of the laboratories are devoted chiefly to the work of the upper forms—one of these is used for work in Physics, one for work in Chemistry, and one for

work in Biology. Two of the other laboratories are used for Elementary Science work. The remaining one is used as a general utility room, partly for work in Mineralogy, partly as a dark room for photographic purposes.

All of the laboratories are furnished with tables for student work, and each of them has an instructor's demonstration table a few inches higher than the students' tables, to enable observation by students of work done by the instructor.

The senior laboratories are not large, and are intended to accommodate only twenty-four students in Physics and Chemistry and a smaller number in Biology.

The students' tables in the Chemistry room number twelve, each table accommodating two students, working separately. Each table has two sinks, two gas burners and two full equipments. Each equipment is kept in drawers to the right and left of the knee space. Writing tablets are also provided, which may be pushed under the table top. Reagents are kept in cupboards made in the tables behind where students work. Each student has a set of the most needful chemicals, four bases, three acids, salts, elements, etc. Each table is provided with one adjustable copper gas hood, connected with a powerful draft. The draft is created by a reversed blower at the end of the main duct, into which all the branch ducts lead. This blower is operated by a switch and controlled by a speed regulator located in the room, and is of such power that even fumes from explosive reactions are carried off completely if the reaction takes place near the hoods, and any gases which may escape into the room are quickly removed. The whole of the air in the room may be displaced in a few minutes. The tables have revolving chairs, with backs which fold upon the seat and may be made to swing under the knee space, leaving the passages quite free.

The students' tables in the senior physics laboratory and in the elementary laboratories are similar as to the top. Gas only is provided in the tops. Sinks were not placed in the tops. Circular glass jars of two sizes are used in place of the sink. This leaves a clear top for most of the work for which sinks are not needed. The experience of the Science staff is that the tables are more useful without the sink. The tops of the tables are made of 1% inch teak, a wood which

does not absorb water and has shown no signs of warping.

A special switchboard of excellent design and workmanship is situated in the senior physics room. By a simple system of switches, receptacles, and single, double and triple cables a direct current of any voltage from two to thirty-five may be turned on to any of the students' tables in the senior physics room or to any of the instructors' tables in the different rooms. A current suitable for lantern work may also be furnished. The whole of the wiring is amply protected by steel conduits, and fuse blocks on the switchboard. This system of providing for the electrical work is entirely satisfactory and has met the varied demand upon it.

The senior biology room contains nine tables with large tops. Each table is provided with large cupboards and drawers suitable for holding microscopes, etc. This room has one stationary aquarium of ample size and twelve small movable aquaria on shelves, equipped with water supply and overflow. These small aquaria, containing aquatic life, assorted to some extent, may be taken to the students' tables for special study and observation. There is also in the room a wash basin and incubator stand. The school is provided with large glass cases (for museum purposes and for apparatus), breeding cages for insects, etc.

The lecture room, seating 120, is used for lectures, explanations and demonstrations in science. The seats are of oak on iron frames, have strong and convenient writing tablets, and are arranged in tiers ascending to the back. In this room two or three classes doing the same work are brought together during certain periods of the week, when a general discussion of the work done in the labora-

tories follows. The economy in the time of the teacher is obvious. This room, as well as some others, may be darkened for lantern slide, or opaque projection, or for work in optics.

The art room is favourably situated in the south-east corner of the building. The lighting is good, and on the wall opposite the windows there is ample space

for the placing of busts, pictures and exhibits of students' work.

There is a liberal supply of plaster casts and drawing models stored in a specially constructed cabinet. Another cabinet contains in the lower portion thirty-two compartments, each of which contains a drawing board and affords a suitable place to keep the instruments for mechanical drawing needed by one student. The upper portion has a number of drawers for filing students' finished exercises, and a few adjustable shelves to hold ceramics.

Instead of the usual school desks solidly built movable tables and chairs are

used. There is accommodation for forty students at one time.

The new part of the building is finished throughout in Georgia pine, the floors being laid over cement supported by steel frames. The supporting wall: are of brick, other partitions being of terra cotta, and the plastering is on metal.

There are two main stairways, running by easy stages from the basement to the roof. They are well lighted by windows, and the high wainscoats are of marble. The stairs are built of steel and marble, the only woodwork on them being the handrails of oak.

Cloakrooms are located in the corridors, and are made of wire on a framework of steel. They are well ventilated, convenient of access, and open to inspection from the corridors. There is also a dressing-room for girls on the first floor

and additional cloakroom space in the basement.

The basement contains, besides the heating and ventilation plant, separate waiting rooms for girls and boys, a bicycle room, the armoury of the cadet corps. a locker-room and the boys' gymnasium. The locker-room is furnished with three hundred steel lockers, three shower baths and a number of washstands. The baths are supplied with hot and cold water. The boys' gymnasium is 70 feet square and 15 feet high. It has a floor of Georgia pine, and is supplied with the usual standard apparatus for floor-work, anthropometric records, etc., all of the best quality. The floor of the basement, with the exception of the gymnasium, is of cement, and the high wainscoats of the lavatories and corridors are of glazed brick.

A system of electric bells is installed throughout the building, operated automatically from the office clock, and there are also large electric fire alarm gongs in the corridors, worked from a switch in the office. Each classroom is connected with each other one and with the office by an automatic telephone system, the

instruments being on the teachers' desks.

The prevailing characteristics of the building and equipment throughout are durability and proper adaptation to their purposes. The experience gained by occupancy indicates that no mistakes of importance were made in the plans, and, having regard to the initial restrictions, if it were to be rebuilt probably no important modifications would be made.

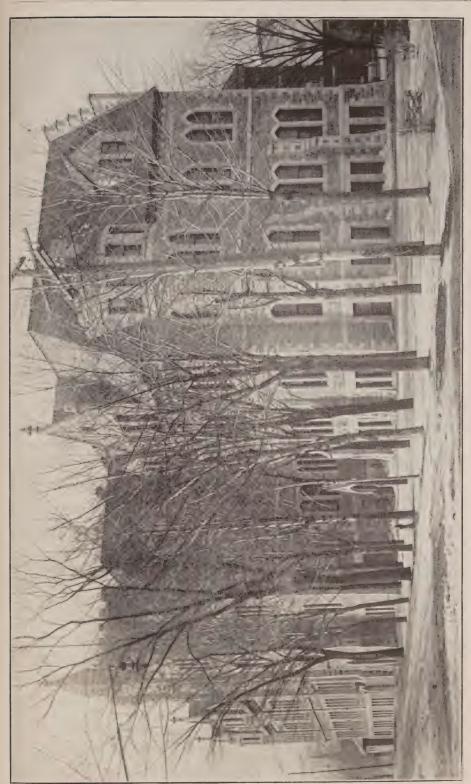
The situation on the corner of Lisgar Street and the driveway is central and convenient, while the proximity of Cartier Square affords ample space for the games and drill of the boys. The board has recently acquired space on the opposite side of Lisgar Street that will provide suitable tennis grounds for the girls.

I have the honour to be, Sir,

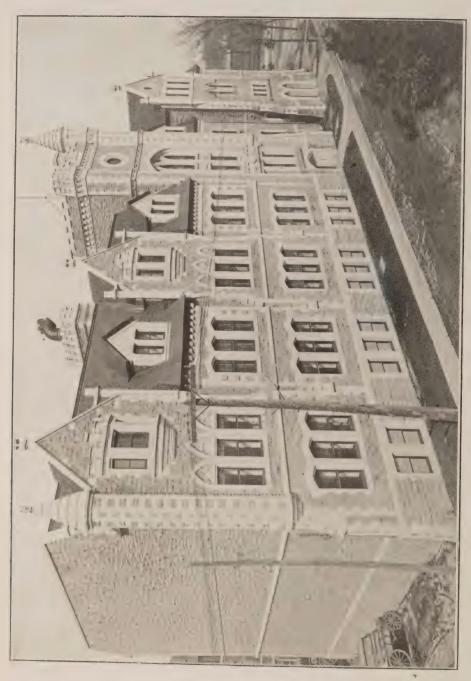
Your obedient servant,

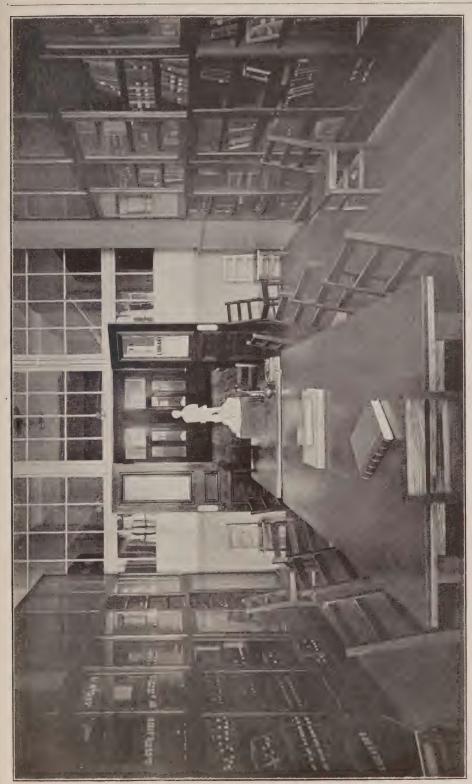
Toronto, December, 1910.

J. E. WETHERELL.



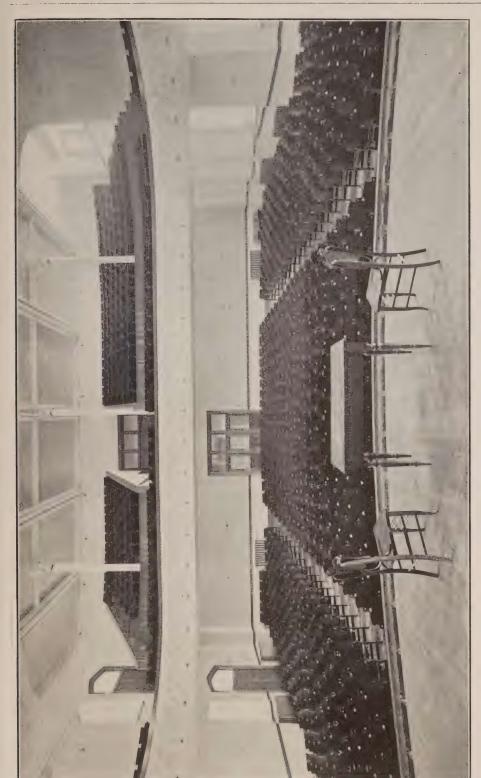
The Ottawa Collegiate Institute from the Driveway.





The Library—The Ottawa Collegiate Institute.



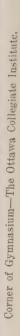


Assembly Hall—The Ottawa Collegiate Institute.

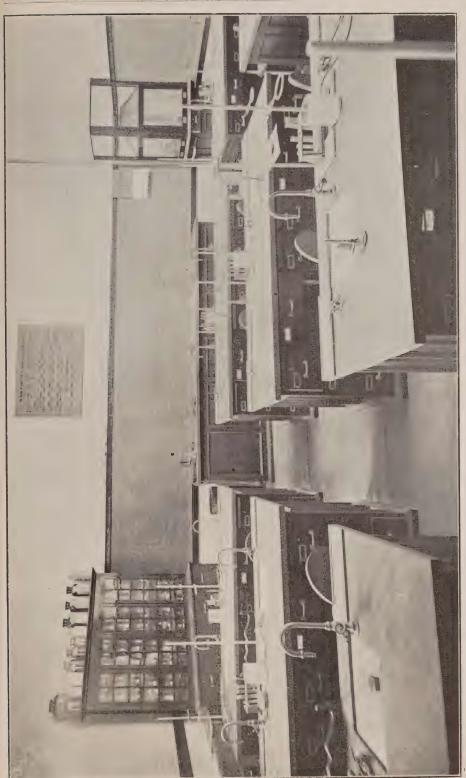




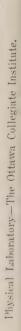
The Lecture Room—The Ottawa Collegiate Institute.

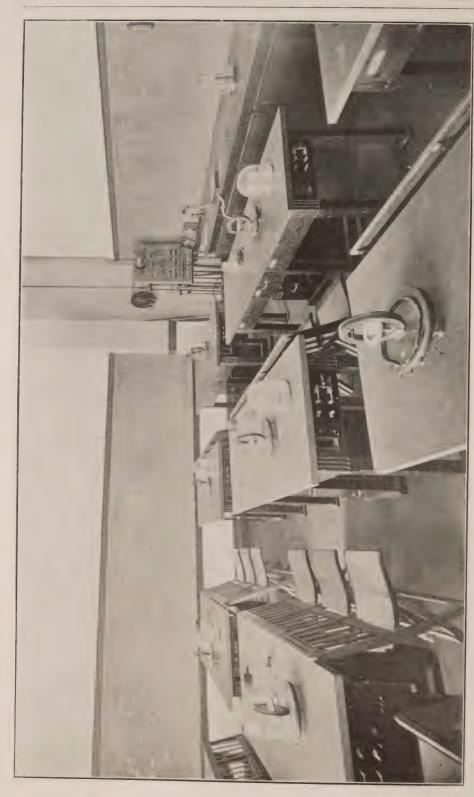






Chemical Laboratory-The Ottawa Collegiate Institute.







The Biological Laboratory-The Ottawa Collegiate Institute.





II-REPORT OF INSPECTOR SPOTTON

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education for Ontario:

SIR,—I beg to report as follows upon matters connected with my work as Inspector of High Schools, for the academic year 1909-10.

I have the honour to be, Sir,

Your obedient servant,

H. B. SPOTTON.

The schools inspected by me during the academic year 1909-10 include the following, viz.: The High Schools at Aylmer, Dutton, Essex, Forest, Glencoe, Leamington, Lucan, Paris, Parkhill, Petrolea, Port Rowan, Simcoe, Tillsonburg, Malvern Ave. (Toronto), Riverdale (Toronto), Oakwood (Toronto), Vienna, Wardsville, Waterford, and Watford, 20 in all, and the Collegiate Institutes at Berlin, Brantford, Chatham, Galt, Guelph, Ingersoll, London, Ridgetown, St. Mary's, St. Thomas, Sarnia, Stratford, Harbord Street (Toronto), Jameson Ave. (Toronto), Jarvis St. (Toronto), Humberside (Toronto), St. Catharines, Hamilton, Windsor and Woodstock, also 20 in all.

The number of teachers engaged in these High Schools was 83, and in the Collegiate Institutes, 233.

ACCOMMODATIONS.

Buildings.—The grading of the school buildings themselves depends upon the site and the architectural appearance. Of the 40 buildings inspected I have graded 29 as first-class, 5 as second-class, and 6 of lower standard.

In the matter of constructing new buildings and enlarging others, the year has been decidedly one of progress. In the City of Toronto activity has been especially great. The new Oakwood School, on the heights in the northwest of the city, will cost when completed about \$150,000. The Harbord Street School has been enlarged at a cost of about \$60,000, and the Riverdale School, at a cost of some \$55,000, while contracts have been let for the extension of the Humberside (West Toronto) School for about the same amount. All of these operations have been rendered imperative by the rapid growth of the city and the increased demand for High School education.

In the City of Brantford a very fine new building is nearing completion on the site formerly occupied by the Brantford Ladies' College. This building will in all its appointments compare favourably with the best buildings in the Province. The total cost will be about \$112,000. Of the other buildings which have been enlarged during the year, the most noticeable are those at Chatham, Stratford, St. Mary's, Windsor and Tillsonburg. In all these cases the improvement has been very great, and, as might be expected, appreciation of the efforts of the local authorities has been shown in most cases by a decided increase in the attendance of pupils.

The enlargement at Chatham has provided six fine new class-rooms and a gymnasium, besides improved cloak-room accommodation, library, and teachers' private rooms. The whole expenditure has reached about \$25,000. At Stratford four excellent class-rooms have been added besides gymnasium and Principal's office, the expenditure reaching nearly \$20,000. At Windsor the assembly-room has been remodelled in a highly satisfactory manner and four new class-rooms

provided at a total cost of about \$16,000. At St. Mary's the changes and additions made have added greatly to the comfort of all concerned. The grounds as well as the building have received attention, and a new gymnasium will doubtless replace the present one in the near future. The expenditure has been about \$6,500.

The enlargement at Tillsonburg has been judiciously carried out, and the building is now one of the most convenient of its kind. The expenditure upon it has

amounted to \$3,245.

Apart from the enlargement of the buildings, the most noticeable improvements in accommodations have been in connection with the facilities for practical work in science. In a considerable number of schools the working-tables have been satisfactorily remodelled, while in Hamilton and London special additional laboratories for junior classes have been established.

Grounds.—In 23 cases the grounds are graded I., in 11 cases II., and in 6 cases either III. or IV. It is difficult to over-estimate the importance of a sufficient extent of suitable ground as a school adjunct. It is not enough that there should be a well-kept lawn, with flower beds and shrubs, forming a pleasing approach to the building. Of much more consequence, with a view to the establishment and maintenance of a true school spirit, is a liberal extent of playground where the games of school clubs can be held without the feeling of being "cribbed, cabined and confined," and where in proper season the systematic work of the school in physical culture can be carried on with comfort. There are really few of the school grounds which would not be the better of enlargement, but unfortunately this has become almost impracticable in consequence of the occupation of the adjacent territory for other purposes. The new school grounds at Oakville form a splendid exception to the general rule; the liberal views of the local authorities there are worthy of all commendation.

Lighting.—In the item of lighting the grading is not so favourable. The weight of authority at the present time is all in favour of the admission of light exclusively from the left of the pupils as they sit at their desks. At the time of the erection of most of the present buildings the question of lighting had apparently not received the strict attention which it demands to-day. In some of the older buildings, accordingly, the lighting arrangements are very far below the present approved standard, while in some of even the comparatively recent ones sufficient light is admitted by windows in the rear of the class-rooms to counteract to a considerable extent that admitted from the left, and throw shadows upon the pupils' desks. Accordingly in only 6 of the 40 cases could the lighting be graded I. In 24 cases it is graded II., and in 10 cases either III. or IV.

A serious matter connected with lighting, to which the attention of the Department has been directed, concerns the extensive use of opaque blinds. These blinds when drawn down to protect the pupils seated next the windows effectually cut off the light from those seated on the opposite side of the class-room. Extended observations have led all the Inspectors to condemn the use of these blinds and to recommend translucent ones which, while shutting out the sun, permit light to pass. These blinds can be had in agreeable shades, and the effect, wherever they have been tried, has been found to be highly satisfactory.

In some schools where the windows have stationary top-lights it has been the practice to cover these with permanent opaque blinds, thus destroying their usefulness. It is unnecessary to point out the special value of such upper lights. The most that should be done with them is to frost them in order to keep out the direct rays of the sun.

Ventilation.—The ventilation, on the whole, is not as satisfactory as could be desired. Of the 40 schools only 18 are graded I. in this particular, 15 are graded II., and 7 either III. or IV. In some of the older schools it is found that foul air is drawn from the floor of the class-rooms into the furnace to be heated and sent back again into the rooms, an arrangement adopted apparently with a view to economizing fuel, but very reprehensible from a sanitary point of view. In the new Regulations such a system is strictly forbidden.

A few of the newer buildings are provided with fans, which appear to work very satisfactorily. The problem, however, is evidently a difficult one, and in too many of the schools it is found necessary to open the windows in cold weather,

thus subjecting pupils in their neighbourhood to dangerous draughts.

CLASS-ROOM DECORATION.

In this matter, steady if not rapid progress is being made. The works of art selected are as a rule of a very suitable character. In some cases the casts provided for the use of the art classes are made to serve for decorative purposes also. An impetus has been given to the work of decoration by the announcement of the Department that the grading of the class-rooms will in the future be dependent to some extent upon attention to this important detail, and the prospects are that before long there will be very little cause of complaint as to proper decoration.

EQUIPMENT.

Libraries.—In regard to libraries it may be said that in a good many cases there is too strong a tendency to rest satisfied with collections of books that can hardly be pronounced up-to-date. A glance at the catalogues too often shows that years have elapsed since any serious additions were made, and occasionally it is found that a large percentage of the value of the library is represented by some ancient encyclopædia. This inertness, where it occurs, affects all the departments of the library, but is doubtless most keenly felt in the science section. The really valuable publications in all the departments of science are in our day very numerous indeed, and no school can very well afford to be without a reasonable representation of them among its works of reference. It is constantly urged upon Boards of Trustees that the best way of keeping up the efficiency of the library is not by voting sums spasmodically and at long intervals, but by making steady grants of a moderate character every year at least, the Principal of the school to be required to submit his requisition after due consultation with the heads of departments on his staff, so that all interests may be conserved.

In the modern school library there should be found not only a satisfactory supply of works of reference, but also a good stock of what is known as supplementary reading, for the assistance of teachers and pupils in carrying out the Departmental Regulations in regard to work in literature and English composition. Some of the schools are as yet deficient in this important regard, but the number is gradually decreasing. In some places it is customary to have an arrangement with the local public library whereby the High School pupils have ready access to the books therein, and when, as often happens, the Library Board has a High School representative upon it, the advantage of the connection is by no means un-

important from the High School point of view.

Scientific Apparatus.—The chief development in this connection is in the increased attention being given to the adequate supply of apparatus for pupils'

practical work in physics. In chemistry very fair provision has been generally made in the past for a reasonable amount of practical work at the students' desks and tables. In physics, however, chiefly owing to the expensive nature of most of the apparatus, it has generally been considered sufficient to have the instructor exhibit at his table all the experimental work thought necessary. The argument based on the difficulty of duplicating costly apparatus is a very reasonable one, and still holds with regard to a good deal of the practical work, but even where there is but a single piece of any particular apparatus, it is becoming customary to allow the pupils, either singly or in small groups, to conduct the experiments before the class under the supervision of the teacher; while for such work as demands inexpensive apparatus, almost all the schools are now providing sets which enable a whole class to carry out such work simultaneously. To any one visiting a class thus engaged, and comparing the general interest manifested in the work with that which obtains when the pupils merely look on from a distance at something being done by the instructor, the contrast is very marked. It is becoming more and more usual to give the junior classes the benefit of the use of the laboratory, and in some few of the larger schools special laboratories have been set apart for these classes, and a special supply of apparatus provided for them.

The work in biology, to be fully effective, demands that there shall be access to a suitably selected supply of museum specimens. In a considerable number of the schools a good beginning has been made in providing a stock of such specimens, and it is expected that when a nucleus has been established the pupils and friends of the schools can be relied on for sufficient further contributions to maintain a good standard. The Department has wisely decided to recognize all such biological collections in distributing the Government grant for equipment.

Art Work .- The regulation requiring an expenditure of at least fifty dollars on art models in the case of approved schools has proved very effectual. Practically all the schools have now a supply of these necessary adjuncts to the teaching of art. Not all of the schools, however, have exercised the best judgment in selecting the models. In some cases, for example, an undue amount has been expended on type solids, in other cases on expensive busts and casts, which are often of little practical value in actual class-work; so that it happens that for the same expenditure of money some of the collections are extremely satisfactory from the point of view of variety and real service, while others are lacking in some important particulars and loaded up with more or less useless objects which are either hung up out of reach on the walls, or carefully packed away out of sight. These mistakes are perhaps, to some extent, inseparable from a new departure, and in view of the lack of experience in art teaching on the part of some of those assigned to this work. In this connection it is satisfactory to be able to state that good work is being accomplished by the Summer Art Schools annually held under the auspices of the Department. An increasing number of teachers are finding it well worth their while, from a pecuniary as well as from a cultural point of view, to attend these schools, and it is generally easy to determine from an inspection of the work of the pupils whether the instructor has had the benefit of the special training or

Very few of the schools, so far, have been able to provide specially equipped art rooms for the use of the students. The ordinary class-room with its small desks is not well suited for satisfactory work. A great step in advance will have been made when special rooms can be set apart for the art work, such rooms to have special arrangements as to light, proper drawing tables, the display of the objects of study, the proper care and storage of such objects, and in general an equip-

ment for art purposes corresponding to the equipment for science purposes, now regarded as a matter of course in the special rooms set apart for instruction in science. It is obvious that, with such a room provided, pupils could be drafted into it for art instruction as they now are drafted into the laboratories for science work, and efficiency would be greatly promoted, owing to the saving of time in preparation, as well as to the comfort arising from a specially suitable equipment and environment.

PHYSICAL CULTURE.

All the Collegiate Institutes, with one exception, have provision in their time-tables for physical culture. In most cases the work of instruction is carried on by members of the regular staff; in the others special instructors have been engaged. My own observations, and comparisons of the results of the two systems, incline me to favour the appointment of specially trained teachers for this work. I cannot help feeling that there are a good many cases of injudicious assignment of calisthenics and drill and gymnastics to teachers on the regular staff, and I feel sure that in such cases the teachers would be glad to be relieved of what is evidently an irksome task and allowed to attend to the more congenial duties of their own departments. A very considerable number of the High Schools, though they have not the advantage of a gymnasium yet devote a reasonable amount of time to physical exercises. It is quite obvious that this work, when carried on systematically and intelligently, is greatly enjoyed by the pupils, and it is well worth considering whether the regulation requiring a properly equipped gymnasium might not be extended so as to include in its operation at least the larger High Schools in addition to the Collegiate Institutes.

CHARACTER OF PUPILS' WORK IN CERTAIN SUBJECTS.

In view of the importance attaching to certain lower school subjects in connection with the Regulations governing approved schools, the Inspectors have devoted a good deal of time and attention to testing the attainments of pupils in some of these subjects, and enquiring into the sufficiency or otherwise of the provision made for maintaining a satisfactory standard in them.

Writing.—In the course of my duties during the past year, I personally examined the penmanship of 2,582 pupils recently admitted to the High Schools. I estimate 38 per cent. of these pupils as reasonably good writers; 45 per cent. as fair, and 17 per cent. as poor or bad. There is by no means uniformity in the results in the different schools. It is quite clear from these results that the teaching received by the pupils previous to entrance is on a much higher plane in some localities than in others. There seems to be no doubt that the great majority of children can be taught to write well by the time they reach the entrance examination stage, if circumstances are favourable. Frequent changes of teachers, especially in the rural schools, combined with possible irregularity of attendance on the part of pupils themselves, will doubtless account for a large measure of the observed deficiencies.

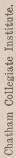
The mode of instruction in the High Schools is in general sufficiently good, but the slovenly methods of holding pens, which so many pupils are allowed to acquire in the preparatory schools, form a serious stumbling-block in the way of subsequent progress. The teachers, I believe, faithfully try to correct this

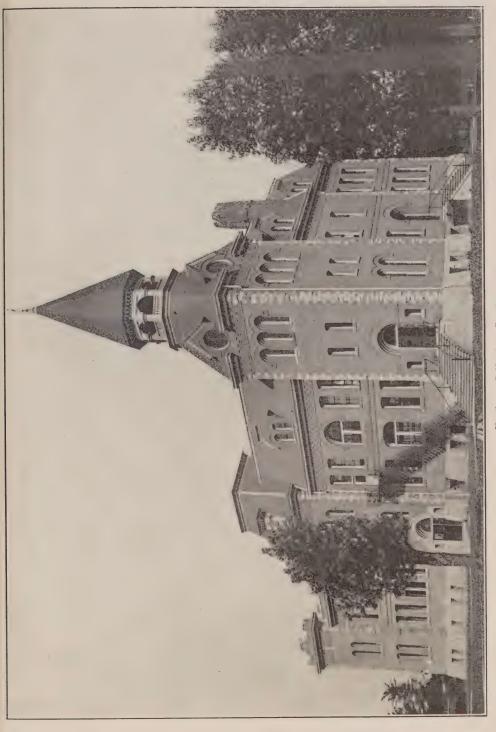
acquired habit, but it is usually found to be so ingrained by the time the High School is reached, that the best efforts are often unavailing.

Reading.—Of 2,318 pupils of the first and second forms examined by me in reading, I estimate 48 per cent. as good, 40 per cent. as fair, and 12 per cent as poor. As might be expected, the percentage of good readers is generally higher in the second form than in the first. I regard these results as on the whole creditable. In general, I consider the teaching of reading in the High Schools to be carefully done. Here and there a teacher is to be found who fails to realize the extreme importance of the subject, and who is content to carry on the work in a more or less perfunctory manner, but such cases are rare.

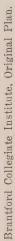
Spelling.—Of 2,761 High School pupils of all grades, examined by me in this subject, I estimate 35 per cent. as good, 34 per cent. as fair, and 31 per cent. as poor or bad. This is not a satisfactory record. And here again the cause is to be found chiefly in lack of suitable preparation previous to entrance to the High School. The Entrance Boards appear to have been often either unable or unwilling to exclude candidates insufficiently prepared in spelling, and after their admission the subject has been either neglected or has been consigned to an inferior place in the time-table, with perhaps a single period a week in the lowest form. Hence it often happens that a discreditable weakness in the subject comes eventually to pervade the entire school from top to bottom, and the Inspectors have been constrained to advise the formation of spelling classes even in the third forms.

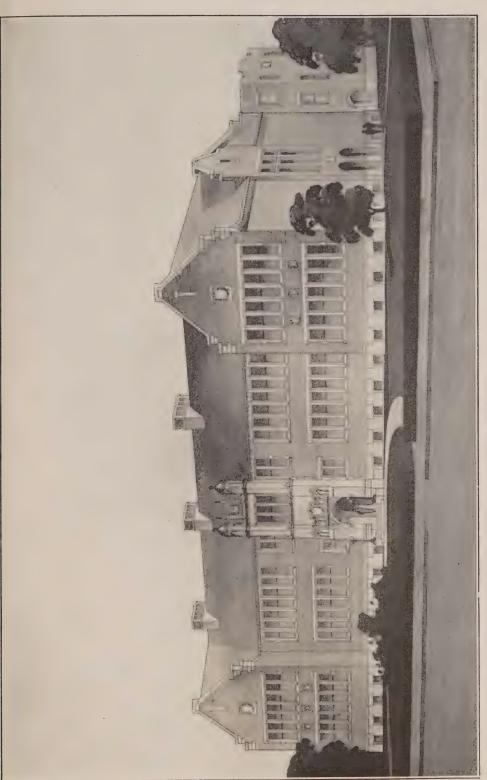
Many of the Principals recognize the seriousness of having to send out at the end of their school course pupils who cannot with any confidence spell the commonest English words, and some have adopted the sensible plan of making practically every lesson in the English subjects a spelling lesson also. That is to say, it is understood that before entering upon the lesson in literature or history or whatever it may be, two or three minutes will be devoted to the study of such words in connection with the lesson as might be misspelled. The effect of this is that pupils are trained to keep a continuous lookout for such words in connection with all their work. The acquisition of this habit is the all-important thing, since spelling is learned almost wholly through the eye. As Professor Fitch puts it: "The person who spells well is simply he who carries in his memory a good visual impression of the picture of the word as it appears in a written or printed book. If he has not this, it is to no purpose that he can, merely as a memory lesson, recall the letters when you exercise him in oral spelling. And if he has this all else is unnecessary."

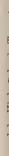






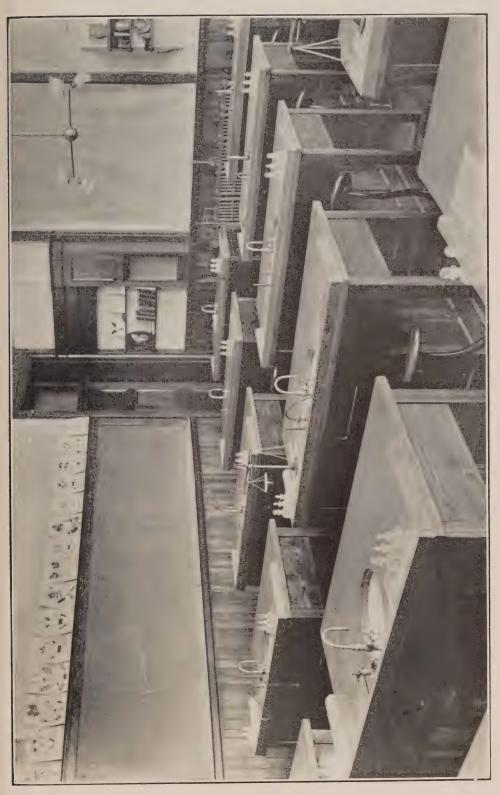
















The Laboratory, Leamington High School.





III-REPORT OF INSPECTOR HOUSTON

THE HONOURABLE R. A. PYNE, M.D., M.P.P.,

Minister of Education for Ontario:

SIR,—I have the honour to submit herewith a brief report on the condition of the Collegiate Institutes and High Schools which have been under my supervision for the past two years.

I am,

Your obedient servant,

J. A. Houston.

December 31st, 1910.

The schools which I have inspected are: Barrie, Clinton, Collingwood, Fort William, Goderich, Hamilton, Niagara Falls, Owen Sound, Port Arthur, Seaforth, St. Catharines, Strathroy, Arthur, Aurora, Beamsville, Bradford, Brampton, Caledonia, Cayuga, Chesley, Dundas, Dunnville, Elora, Fergus, Gravenhurst, Grimsby, Hagersville, Harriston, Kenora, Kincardine, Listowel, Meaford, Midland. Mitchell, Mount Forest, Newmarket, Niagara, Niagara Falls South, North Bay, Oakville, Orangeville, Penetanguishene, Port Dover, Port Elgin, Richmond Hill, Sault Ste. Marie, Smithville, Streetsville, Sudbury, Thorold, Walkerton, Waterdown, Weston, Welland, Wiarton and Wingham. Owing to my being called in to the Department to take charge of the Registrar's office during the fall term of 1909, I had to spend less time in some of my visits than the provisions of the Regulations demand, but thanks to the assistance given to me by the other two Inspectors, all the schools were visited during the school year.

ACCOMMODATIONS.

In the matter of accommodation a very general advance has been made, not only in the erection of new buildings, but in the improving and re-modelling of old buildings which no longer met the requirements of the steadily increasing classes. Commodious and up-to-date buildings have been erected in Dundas, Oakville, Sudbury and Port Arthur, and are in process of erection in Dunnville and Grimsby; additions have been built at Sault Ste. Marie and Newmarket; and further improvements are being planned for Orangeville, Mount Forest and Strathroy. The new Collegiate at Port Arthur, costing about \$125,000, is one of the best in the Province, and is a credit to this growing western city.

There appears to be an increasing willingness on the part of Boards of Trustees to provide, as far as they are able, all the accommodation that the necessities of the case demand, not only in the matter of class-rooms but in proper laboratory facilities for the satisfactory teaching of science, a subject which is of the highest importance in such a province as Ontario, with its almost unlimited supply of waterpowers, minerals, etc. Very excellent laboratories have been furnished and equipped in all the newly erected buildings, and also at Clinton, Gravenhurst and Fort William, while at Sudbury the Board are planning for the organization of an elementary School of Mining. It must be confessed that there are yet schools in which the provision for satisfactory science teaching is far from adequate, but the requirements of the present regulations have had a very appreciable effect in bringing about a decided change for the better in this respect.

EQUIPMENT.

The value of the equipment, especially in science and art, has been very decidedly increased. There has been more advance in the last two years than in the preceding ten, largely owing to the requirement of the Regulations that the equipment should be adequate for the work to be done. This has had an influence which has resulted in a large expenditure for libraries, scientific apparatus, maps, and art models. This result is most noticeable in the smaller schools, in many of which the increase in value has ranged from one hundred to five hundred per cent. Only in a very few schools under my jurisdiction is the value of the various items of the equipment now below the required minimum, and the making of a grant on the value of biological specimens has resulted in a very material increase in the number of such specimens in the museums, and used in the study of biology in the lower school.

The libraries for supplementary reading should now be largely increased, so that the pupils may have the fullest opportunity for securing that broad, liberal education which comes from properly directed reading along lines which are not closely connected with every-day studies. This reading should be such as would tend to cultivate a love of good literature. It should help to get the pupil away from the pressure of examinations; should broaden his outlook and lay a foundation for that culture which we have a right to expect from a properly arranged system of secondary education. I am afraid our schools are not making the most of the opportunities given them.

ORGANIZATION.

Two causes have combined to bring about an increase in the staff of many of the schools. The first is a marked increase in the number of pupils in attendance, and the second the very proper effort on the part of the Department to do away with classes that are too large in number. No regulation has been more far-reaching in its effect than that which requires that the ratio of the number of pupils to the number of teachers shall not exceed thirty to one, and that no class shall be so large as to interfere with effective work. This principle is already recognized in many of the best schools in the United States, where the classes in some cases must not exceed twenty-five, or even twenty. No one knows better than the teacher that for the best results the classes must be small, so that individual attention may be given the pupils, and the regulation limiting the number of pupils has received their cordial support.

The increase in attendance and the limiting of the number of pupils in a class has had two effects; it has been the reason for much of the building referred to in a preceding section of this report, and it has placed on the Boards the responsibility of providing sufficient teaching power in their schools. The general result has been satisfactory. Classes numbering fifty or sixty pupils are almost a thing of the past. Teachers can study the personal characteristics of their pupils and base their teaching accordingly. Energy is being conserved, not dissipated, and both teachers and pupils feel that their work is being done under conditions which

tend to produce the best results.

The Principals of the schools deserve commendation for their consistent efforts in the arrangement of their time-tables to give to each of the subjects on the various courses the time and attention required. The work is, on the whole, well planned. There may be at times a tendency to give more attention to what

are commonly called the examination subjects than to the others, but speaking generally it is recognized that to forget examinations and to master the subject is the real secret of success, and that the pupil who masters the subject need fear no examination.

PUPILS' WORK.

Reading.—This is generally satisfactory. Much of it is very good and a pleasure to listen to. Results are best when the time-table is so arranged that this most important subject is taught by the teacher of literature. The two subjects, reading and literature, are so intimately connected that they are really divisions of the same subject, the former being the vocal interpretation of the latter. It would be an advantage if more of the time devoted to the minute study of the literature texts were given to the oral reading of those texts. Very often the question whether a pupil understands a passage or not can best be answered by having him read the passage aloud. Possibly nothing further may be necessary.

Writing and Spelling.—I regret that I am unable to compliment the pupils on their proficiency in these two subjects. Unfortunately they are amongst the most unsatisfactory subjects on the High School programme of studies. Many of the pupils, even in the higher forms, are poor writers and poorer spellers. This condition of things is in part attributable to leniency in marking these subjects at the Entrance Examination. If candidates for admission to the High Schools were plucked for bad writing there would soon be a change for the better. It might be an advantage to judge the writing of candidates by their general answer papers instead of from a set paper. The pupil who comes into the school weak in writing and spelling too often remains so throughout his course, and schools are suffering to-day from congestion of attendance, which would not be in any such difficulty if higher standards had been set by the Entrance Boards. Many pupils fail to spell correctly ordinary words of every-day use, but are able to spell much more difficult words which are not often used. This proves that time and energy have been spent upon the subject, though the desired result has not been attained.

The experience of many teachers leads to the conclusion that in penmanship a short practice each day will produce better results than two longer lessons each week. The usual apportionment of time is two half-hour lessons each week for writing and three for book-keeping. Better progress is made if the first twelve or fifteen minutes of each of the five periods is given to writing and the rest of each period to book-keeping, putting into actual practice the lessons which have just been learned in the writing period. Pupils tire of a half hour's continuous writing exercise, as such, and since position, movement, etc., are largely matters of habit, the habit will be more quickly and satisfactorily acquired by doing the action every

day than by doing it twice a week.

Mathematics.—The various subjects of the mathematical courses are being generally well taught. The newly authorized text-books have been well received. They are constructed along right lines, as they provide for a large part of the work being done orally during class periods. This saves tedious home-work on the part of the pupil, adds to his interest in the subject, and gives him a better mental training than would be given by working out long examples. Accuracy and speed in fundamental operations are essential and should be specially emphasized. Regular and systematic training should be given, particularly during the first year. This being done, the solution of problems would become an exercise in translating into the language of algebra or arithmetic the conditions stated in the problems;

the completion would be largely mechanical. A problem should be looked upon as a piece of literature whose meaning the pupil is to grasp and then express in mathematical language, just as he might be asked to express in Latin or in French the meaning of an ordinary English sentence. There is a strong tendency to give too much home work, and to spend too much time in routine work on the blackboard. Much of this time could be more profitably employed in general class questioning in which every pupil would have his share. Excellent training in Oral Composition is to be found in class solutions of problems in mathematics, since both clearness of thought and accuracy of statement are essential.

Art.—In no subject has a greater advance been made in the last two years than in art, both in the equipment provided and in the excellence of the work done. In 1907 only a few of the larger schools had anything worth mentioning in the way of art models, and in the classes there was the most elementary kind of pencil work. To-day nearly every school has models of the value required, and the pupils are doing very creditable work in pencil, charcoal, crayon and water colours. The subject has been handicapped through the scarcity of trained teachers, as the number of art specialists in the schools is small, but those who are teaching it have spared neither time nor money to qualify themselves. Many have taken advantage of the summer classes at the University; others have taken private lessons. Their eagerness to do their work well has aroused similar enthusiasm amongst their pupils, and the result is shown in many exhibits of work of excellent quality. There is still room for much improvement, but there is equal reason for congratulation on what has been accomplished.

Elementary Biology.—This subject has caused more heart-burning, trouble and hard work for teachers, pupils and Inspectors than any other on the programme of studies. For this there are several reasons. The course as outlined in the old regulations was indefinite, there appeared to be more work than could be covered in the time given to it. Many teachers did not understand what was required, the exhibits and records were not properly kept, and the result was often confusion worse confounded. Happily matters have improved. The new course is clearly defined, the teachers have a better idea of what is wanted, and the manual issued by the Department gives such explicit directions that the former difficulties are fast disappearing. Speaking generally, the character of the work

shows great improvement and gives good promise for the future.

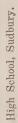
Physical Culture.—I regret to report that except in the larger schools this subject does not receive that general attention which its importance deserves. Where there is no gymnasium or assembly room there is difficulty in systematizing the work. The teachers realize that they are limited as to the exercises which may be taken, since all instruction and training have to be given in the ordinary class-rooms. In view of the fact that physical culture is as much one of the obligatory subjects of the general course of studies as reading and writing, and in view of its importance, physical, mental and moral, it is the duty of Boards and Principals to make all the provision for the development of the subject that circumstances will permit. Free calisthenics and exercises with dumbbells can be quite satisfactorily carried on in regular class-rooms, especially in winter, when opportunities of getting the fresh air out of doors are somewhat limited. Ten or twelve minutes, forenoon or afternoon, each day could be devoted to such exercises. This could be made the means of working off some of the surplus energy which might otherwise be expended in a less pleasant manner during class periods.

Most of the schools I have visited have good playgrounds where games can be carried on during favourable weather. A few, however, still lack this absolutely

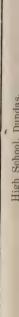
essential part of provision for a complete education.

I should not close this report without a word regarding the teachers in our High Schools. During the past two years I have had my first opportunity of seeing the general work as it is carried on in the class-rooms, and I must express my appreciation of the earnest, self-sacrificing spirit which characterizes the majority of the teachers. A more zealous, faithful, hard-working body of men and women it would be difficult to find. An Inspector has often to criticize, sometimes to find fault, but in general, such criticisms are received in the best spirit, and it is almost a certainty that at next visit the same reason for criticism will not exist. I have found the teachers ready to take advice, eager to learn what others are doing, and willing to spend time and energy in any way that will fit them better for their chosen profession. There is amongst them a glorious spirit of enthusiasm and optimism which must have a reflex influence upon their pupils, and bring to both the success they so earnestly desire.























APPENDIX V-MEMBERS OF THE ADVISORY COUNCIL; LISTS OF ASSOCIATE EXAMINERS, AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS

MEMBERS OF THE ADVISORY COUNCIL.

John Seath, LL.D., Superintendent of Education for Ontario, Toronto.

Rev. R. A. Falconer, LL.D., President University of Toronto.

John Fletcher, LL.D., University of Toronto.

Rev. T. C. S. Macklem, LL.D., Provost Trinity College, Toronto.

John Matheson, M.A., Queen's University, Kingston.

A. C. McKay, M.A., LL.D., Chancellor McMaster University, Toronto.

Rev. W. J. Murphy, D.D., Rector Ottawa University, Ottawa. Rev. N. Burwash, LL.D., President Victoria College, Toronto.

N. C. James, Ph.D., Provost Western University, London.

Harriet Johnston, Public School Teacher, Toronto.

Alex. Austin Jordan, B.A., Principal Central School, Kingston.

J. W. Plewes, Principal Public School, Chatham.

Thos. A. Reid, Principal Public School, Owen Sound.

John J. Rogers, Principal Separate School, Lindsay.

Rev. W. H. G. Colles, Inspector Public Schools, Chatham.

N. W. Campbell, B.A., Inspector Public Schools, Durham.

Stephen Martin, B.A., Principal Collegiate Institute, St. Mary's. Gilbert A. Smith, M.A., Principal Jameson Ave. Collegiate Institute, Toronto.

J. J. Morrison, School Trustee, Arthur.

Jno. H. Laughton, School Trustee, Parkhill.

ASSOCIATE EXAMINERS, 1910.

ENTRANCE INTO MODEL SCHOOLS

Bookkeeping:

Cameron, J. H.

Grammar:

Literature:

Craig, Margaret E.

Steer, Geo. H. Anglin, Sara.

Geography:

Burke, Alex.

McCamus, Bessie.

History:

Arithmetic and

Algebra and Geometry:

Bell, Winnifred.

Mensuration:

Wright, David T. Williamson, James D.

Art:

Science:

Loucks, Horatio.

Composition and Writing:

Shannon, S.

Spelling:

Beatty, R.

Tremeer, Hattie.

ENTRANCE INTO NORMAL SCHOOLS

Literature:

Amos, Flora. Christie, J. D. Coutts, R. D.

Denyes, J. M.

Foucar, W. K. Henry, Edith M. Hamilton, Margaret A.

Liddy, W. R.

Race, W. B.

Trenaman, Mabel N.

Ward, Clara.

Weidenhammer, Wm. B.

Williams, Mary I. Weese, Williamette.

ENTRANCE INTO NORMAL SCHOOLS-Continued

Composition:

Asselstine, Robt. W. Bell, F. H. Baird, Mabel. Fleming, Maud E. Libby, Minnie F. Lane, J. S. McManus, Emily. Norman, Lambert. Van Every, J. F.

History (Ancient):

Barron, Robt.
Cowles, Jas. P.
Cowan, Margaret T.
De Cou, Nellie.
Davidson, John.
Dolan, John.
Freeman, John A.
Grant, D. M.
Jickling, Carrie.
McKinnon, Chas.
McVicar, A.
Osgoode, J. A.
Perry, Peter.
Stoddart, R.

History (British and Canadian):

Ball, E. E.
Barr, Lydia A.
Conlin, Evelyn E.
Clark, J. C.
Charlesworth, J. W.
Forfar, C.
Guest, Emily J.
Harkness, Mary D.
Kemp, William.
Malcolm, Geo

Grammar:

Cooper, Alex. B.

Composition:

Bell, W. N.
Elliott, T. E.
Gray, N. R.
Macdougall, Isabella.
Morrish, C. Winnifred.

Patterson, Harriet A. Smith, Margaret. Stewart, Etta M. Wright, W. J.

Latin:

Berlanquet, H. S. Bryan, H. W. Dowsley, W. C. Dundas, A. A. Fitzgerald, Eliza. Luton, J. T. Lillie, J. T. Munro, P. F. Morrow, A. E. Mackay, D. Mills, J. H. McGregor, Annie K. Smith, J. C. Will, G. E.

Chemistry:

Carefoot, G. A.
Dent, W. A.
Firth, J. W.
Flock, F. A.
Fletcher, W. H.
Graham, L. H.
Hodgson, J. E.
Lehman, C.
Morrison, Edward.
McEachren, Neil.
Rosevear, H. S.
Smith, A.
Wilson, W. A.

Physics:

Boyd, Annie A. Follick, T. H.

MATRICULATION

Literature:

Barr, Janet.
Irwin, H. W.
Morden, Frances D.
Smith, Annie M.
Taylor, Mabel.
Webster, S. C.

Hume, J. P.
Jewett, A. E.
Johnson, Geo. S.
Jennings, W. A.
Leibner, E. O.
Morgan, J. J.
McNeice, J.
McLaurin, P. C.
Moore, J. R.
Pearson, Alex.
Rogers, W. H.
Rogers, G. F.

Algebra:

Hutchison, Robt. A.
Hamilton, W. B.
Knight, W. W.
Murray, T.
Odell, W. J.
Wightman, R.
Warren, J. M.
Workman, J. G.
Witheril, E. R.

Geometry:

Brown, Geo. A. Campbell, J. D. Colling, Geo. F. Lougheed, W. J. Myer, A. N. McPhail, A. C. Nelson, J. Rose, R. C. Sinclair, J. Sills, W. R. Wethey, E. J.

History:

Bonis, H.
Gray, Geo. L.
Gilmour, A.
Lewis, Nora.
Moore, J. L.
Pettit, L. J.
Rohertson, W. J.

MATRICULATION—Continued

History—Continued.

Spence, Augusta G. W. Tanton, Francis. Wallace, W. S.

Arithmetic:

Maclean, G. V.

Algebra:

Garvin, J. L. Iler, Helen A. McGee, C. Munro, Margaret K.

Geometry:

Davison, James.
Delmage, Evelyn E.
Flach, U. J.
McKay, James H.
Truscott, S. A.
Windsor, Annie.

Campbell, Alex.

Physics:

Hamilton, W. J. Keast, Walter. Marshall, Chas.

Chemistry:

Brown, P. W. Mitchener, J. L. Manning, R. J.

Classics:

Andrews, R. T.
Briden, W.
Bell, J. J.
Colling, James.
Campbell, P. S.
Cudmore, S. A.
Fenton, W. J.
Haviland, H. J.
Mayberry, C. A.
Pringle, Gertrude.
Passmore, S.

Salter, J. W.

Smith, L. C.

French and German:

Bunnell, Effie M. Carter, Janet. Clark, L. J. Clark, F. H. Clifford, Margaret. Cook, Margaret. de Beaumont, Victor. Duncan, Ethel A. Hogarth, E. S. Henry, Lizzie C. Mairs, Edith. Marty, Aletta. Muller, P. W. McKellar, H. S. Stewart, Kate L. Steele, Miss F. E. Tapscott, H. B. Tennant, Isabella. Whitely, L. R.

ENTRANCE INTO FACULTIES OF EDUCATION

English:

Burt, A. W. Charles, Henrietta. Jones, Laura.

Jeffries, John. Morgan, J.

Redditt, T. H. Sykes, W. J.

History:

Cleary, Norah. Houston, Jessie. Jones, G. M. Lucas, G. A. Stothers, Robt.

French and German:

Bale, Geo. S. Husband, A. J. Marty, Sophia E. Weir, Annie.

Classics:

Brown, Lyman. Kenner, H. R. H. Little, R. A. Michell, W. C. Sliter, E. O. Twohey, J. W.

Science:

Ashall, Frances. Cosens, A. Gill, James. Hamilton, R. S. Hagan, J. W.
Ivey, T. J.
Johnson, F. J.
Smeaton, Wm.
Thompson, P. M.

Mathematics:

Crassweller, C. L. Forbes, John W. Kirkconnell, T. A. Overholt, A. M. Packham, James. Robertson, A. M. Rand, W. E. Rutherford, W. W.

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COLLEGIATE INSTITUTES AND HIGH SO		Specialists.	Eng., Fr., Ger. Math. Eng. Hist. Commercial, Eng Classics Math. Science	Mods. and Hist. Com., Eng., Hist., Fr., Ger. Mods. and Hist. Science Math. Classics. (Manual Training Instr.) (Household Science Instr.) (Teacher of Writing) (Physical Director)	Mods. and Eng. Classics. Math. Eng., Fr., Ger. Commercial
III.—LIST OF PRINCIPALS AND ASSISTANTS OF COLLECTATE	Degrees,		B.A., Tor. B.A., Queen's B.A., Tor. B.A., Tor.	M.A., Queen's B.A., Tor B.A., Vior B.A., Vic. B.A., Wic. B.A., Wic. B.A., Vic. B.A., Vic.	B.A., Tor M.A., Tor B.A., Tor B.A., Tor M.A., Queen's
		Names of Teachers,	Redditt, Thomas H. Hay, Andrew Morrison, Alexander Selkirk Miller, Nannie, M. A. Tate, Mabel E. Longman, Edwin Preston, Thomas	Williams, Walter Herbert Norman, Lambert Martyn, Harold George Pugsley, Edmund Windsor, Annie Jickling, Carrie Kathleen Hockey, Muriel Joy Houston, Daniel Wesley Ferguson, Edna M. Hodgins, Nellie Kathleen Osborn, Sergeant-Major Betzner, Era	Burt, Arthur William Passmore, Samuel Francis Coates, Daniel Harsum Bunnell, Effe Maria Shultis, Adam Thompson, Peter M.
-III.		Collegiate Institutes.	Barrie	Berlin	Brantford

1910	DEPARTM	IENT OF EDUCAT	ION	41'	7
1,300 750 1,000 1,000 1,000 1,000 1,000 1,200 1,	1,400 1,400 1,400 1,400 1,400 1,000 1,050 1,050 1,050	1,400 1,400 1,400 1,300 1,300 1,300 1,000 1,000 1,000	00 1,100 1,100 1,200	1,300 1,300 1,050 1,300 1,000 1,300 1,300 1,300	
83.3 11.1 1.15	1,800 1,800 1,800 1,800 1,800	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1,500	1 1,70 3 1,70 10 6 6	
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Art (Manual Training Instr.) (Household Science Instr.)	Eng., Hist. (Interim) Fr., Ger Math	Classics. Eng., Fr., Ger. Math. Commercial Eng. and Hist. (Interim) Mods. and Hist.	Classics	Science Math. Eng., Fr., Ger. Classics. Commercial Science. (Drill Instructor)	
B.A., Tor B.A., Tor B.A., Tor B.S., Bangor	B.A., Tor B.A., Tor M.A., Queen's M.A., Queen's B.A., Queen's	M.A., Tor B.A., Tor B.A., Tor B.A., Tor M.A., Queen's	B.A., TorB.A., McMasterB.A., TorB.A., Tor	M.A., Queen's. B.A., Tor. B.A., Tor. B. A., Queen's. M.A., Queen's.	THE PROPERTY OF THE PROPERTY O
Shepherd, Martin Ward McRae, Maud Jamieson, William G Stewart, David H Bicknell, Harry E Jenkins, Thomas H Hartley, Edna	Husband, Almeron Judson. Forbes, John William Dowsley, William Clinton McGuire, James F. Somerville, Thos. C. Giles, A. Edith Richardson, Kate McCormack, Mary Irene Beattie, Lewis S (Interim)	Twohey, William James Paterson, David Smith Taylor, Wilson Edward, Frankland Ward Sexsmith, William Newton Steele, Flora Elizabeth Tuck, John Raphael Agla, Mildred Alice Cameron, Jas. McDonnell (Interim) Gregory, Stella Lavina	Treleaven, John Wesley Delmage, Edith Rachel MacDougall, Isabella J.	Arthur, Colin Clayton Odell, John William Jones, Laura Lucinda Osgoode, Joseph A. Smith, Clayton Richard (Interim) Benson, John E. (Interim) Hickey, Phillippa A. V. Cranston, David (Sergeant)	
27 E.	Brockville	Chatham	Clinton	Cobourg	* A . 4

*Acting Principal.

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		Female Assistants.	\$ 1,200 1,100 1,100	1,200 1,200 800 800	1,350	• • • • • • • • • • • • • • • • • • • •
1911.—Continued.	Salary	.stantsissA slaM	\$ 1,000	1,500	1,500 1,500 1,500 1,100 1,100 1,200	
		Principal.	1,600	2,000	1,900	71 1,700
111.	oildu	No. of years in a Pr School.	4 :60 ::	15 : : : : : : : : : : : : : : : : : : :	m 4 : : : : : : : : : : : : : : : : : :	73
	-100 10	No. of years' exper in a High School o legiate Institute.	16 16 52 1	100 100 100 100 100 100 100 100 100 100	221182112000000000000000000000000000000	15
JANUARY,		Date of appointmen	1906 1908 1907 1910 1910	1907 1910 1910 1908 1908 1910	1885 1892 1894 1900 1900 1910 1910 1910 1907 1907	1900
AND HIGH SCHOOLS,		Specialists.	Science. Math. Commercial. Mods and Hist.	Science. Classics. Math. Commercial. Mods. and Hist.	Eng Hist. Commercial. Science Eng., Hist. (Inter.), Fr., Ger. Classics Math. (Manual Training Instr.). (Household Science Instr.).	Eng., Hist., Fr., Ger
COLLEGIATE INSTITUTES		Degrees,	B.A., Queen's B.A., McMaster B.A., Tor	B.A., Queen's B.A., Tor. M.A., Queen's B.A., Tor.	M.A., Tor. M.A., Tor. B.A., Tor. M.A., Tor. M.A., Tor. B.A., McMaster B.A., Tor.	B.A., Tor
PRINCIPALS AND ASSISTANTS OF		Names of Teachers.	Brown, Percy William Delmage, Evelyn E. Smith, Margaret Gibson, Ethel Fennell, Thos. H. (Interim)	Fort William . Hamilton, William John French, Fred William Cornell, Maurice Leo Parlee, Edith Grant, Christina Cameron Spankle, Amy I	Carscadden, Thomas Evans, William Edwin Hamilton, Robert Somerville Carter, Janet Wishart Morrow, Archibald Elston Cameron, John Shaw Fleming, Louis Charles Kersey, Robert Reid Smith, Arthur Frederick (Interim) Yeo, Charles Timothy Twiss, Fannie Adelia Hart, Frank Cyril	Goderich Field, John Morden
LIST OF		Collegiate Institutes.	Collingwood	Fort William .	Galt	Goderich

1910	DEPAR	TMENT OF EDUCATION	419
1,000	1,100	1,340 700 700 900 500	
1,200	1,550	22,200 22,200 22,200 11,840 11,640 11,540 11,540 11,440 11,440 11,440 11,440	
	1,890	2,840	1,500
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1871 1908 1910 1908 1909	1895 1888 1909 1900 1908 1908 1908 1909	1885 1892 1892 1906 1892 1906 1906 1909 1909 1909 1909 1908 1908 1908 1908	1886
r. Classics	Math. Eng., Hist., Fr., Ger. Classics Commercial Science Commercial (Interim)	, McM Math. Science Classics Eng., Fr., Ger. Mods. and Hist. Math. Classics. Commercial Math. Science Science Classics Mods. and Hist. Mods. and Hist. Mods. and Hist.	Classics, Eng
B.A., LL.D., To M.A., Queen's M.A., Tor B.A., Tor	B.A., VicB.A., Tor. B. A., Queen's M.A., Tor. B.A., Queen's B.A., Tor.	B.A., Tor., LLD. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Queen's B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Queen's B.A., Queen's B.A., Queen's B.A., Queen's B.A., Queen's B.A., Queen's B.A., Queen's	B.A., Queen's .
Strang, Hugh Innis	Skinner, Kate Clara Charlesworth, John William Luton, James T. Taylor, Luther William McNeice, James Taylor, Daisy E. Taylor, Daisy E. Smith, Margaret Hübner Blyth, Sara	Thompson, Robert Allan Turner, John Burgess Logan, William McGregor Hogarth, Eber Septimus McGarvin, Michael James Gill, James Simpson, Benjamin L. Morris, Arthur Whitmore Johnston, George Lang Armstrong, Geo. Francis Morrison, Edward Marshall, Charles Frederick Freeman, John Alexander Smith, Kathrina V. R. McGee, Cyril Houghton Moffatt, William John. (Interim) Collins, Herbert Eugene Robinson, John Beverley (Interim) Edwards, John James. (Interim) Elmslie, Kate Edwards, Mabel Cordelia Hill, Mary Alpena Taylor, Manbel Annie Davidson, Margaret Cheyne.	Ingersoll, Briden, William
	Guelph	Hamilton	Ingersoll

421	0		THE REPU	RT OF THE	No. 16
-		Female Assistants.	\$ 1,150 1,150	1,100	
inued.	Salary.	Male Assistants.	\$ 1,400 1,300 1,200	1,500 1,400 1,400 1,200 1,300 1,300 1,300 1,300 1,300	1,450 1,450 1,400 1,200 1,400
-Cont		Principal.	••	1,700	1,800
11:-	ublic	No. of years in a P School.	- :==	20 7 8 8 10 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	61-07-04-03
RY, 19.	rience in -loO	No. of years' exper a High School or legiate Institute.	<u>0</u> ∞ 0 ≈ 22	1 1 2 2 2 3 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	16 8 8 9 Lu 8
JANUA	• 1 0	ominioqqs lo etsa	1910 1908 1910 1911 1911	1888 1887 1906 1906 1906 1910 1910 1907 1907 1907 1907 1907 1910	1908 1908 1910 1910 1910
TUTES AND HIGH SCHOOLS, JANUARY, 1911Continued		Specialists.	Science Mods. and Hist. Math. Commercial (Manual Training)	Classics Math. Eng., Hist., Fr., Ger. Eng., Hist., Classics Science, Com. Classics, Eng., Hist. Science Math. Classics Eng., Hist., Fr., Ger. (Manual Training Instructor) Math. (Manual Training Instructor)	Math. Eng. Hist. Classics Science Eng. Hist. Commercial
COLLEGIATE INSTITUTES		Degrees,	B.A., Queel s B.A., Tor. B.A., Tor.	M.A., Tor. M.A., Queen's B.A., Tor. B.A., Tor. B.A., Queen's B.A., Queen's B.A., Tor. M.A., Queen's M.A., Queen's M.A., Queen's M.A., Queen's M.A., Queen's M.A., Queen's M.A., Queen's	B.A., Queen's B.A., Tor. M.A., McMaster B.A., Queen's B.A., Toronto B.A., Toronto
LIST OF PRINCIPALS AND ASSISTANTS OF		Names of Teachers.	Ingersoll.—"on Hume, John P. Francis, Annie Buchan. Hills, Minnie Barker, George A. Tanton, Francis	Silter, Ernest Oscar. Sills, William Ryerson. Bale, George. Sidney. Anderson, William George. Fraser. James William. Anderson, Frank Cecil. Dolan, George Robert. Saunders, William John. Hedley, William Powell. Chase. Reginald M. (Interim). Harch, Augustus T. Chown, Hattle L. Herry, Stanley Hunter. (Interim). Palmery, Stanley Hunter. (Interim).	Kirkconnell, Thomas A. Jennings, Edwin Wm. Miller, Everton A. MacKay, Donald Alex. Manning, Gordon Lucas, Gavin A.
LIST OF		Collegiate Institutes.	[ngerso]],—''on	Kingston	Lindsay

1910	DEPARTMENT OF EDUCATION		421
1,000	11,200	1,300 900 1,100	1,200
900	24 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1,400	1,300
	2,200	1,500	1,700
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16½	8 8 0 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2	25, 25, 25, 25, 25, 25, 25, 25, 25, 25,	22 10 17 8
1910 1908 1910 1909	1886 1903 1903 1903 1908 1908 1909 1900 1900 1900 1900 1900	1882 1907 1908 1909 1909	1900 1910 1910 1910 1909
Mods. and Hist. (Agriculture Instructor)	Fr. and Ger. (Interim), Math., Eng. and Hist. Classics Eng., Hist. Science Math. Eng., Fr., Ger. Commercial Classics Classics Classics Classics Classics Classics Cammercial Mods. and Hist. Mods. and Hist. Mods. and Hist. Commercial Classics Class	Eng. Com. Science Math. Mods. and Hist. Classics (Agriculture Instructor)	Math. Classics Science Mods. and Hist.
B.A., Tor. B.S.A., Tor.	B.A., Tor. B.A., Tor. B.A., Tor. M.A., McMaster B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Queen's B.A., Queen's B.A., McMaster B.A., Tor. B.A., Queen's B.A., Queen's B.A., Queen's B.A., Queen's B.A., Queen's	M.A., Vic. M.A., Queen's B.A., Tor. M.A., Tor. B.A., Tor. B.S.A., Tor.	M.A., Tor. B.A., Tor. M.A., Queen's B.A., Tor. B.A., Tor.
Rogers, Mark(Interim) Moir, Catherine Elizabeth	Little, Robert A. Little, Robert A. McVicar, Archibald Stuart, Frederick Alfred Overholt, Arthur Milton MacDonald, Geo. Leslie B. McKellar, Herbert S. Dickenson, James Arthur Andrus, Guy Ambrose Riddell, Frank P. Riddell, Frank P. B. Mooney, Wm. H. Thos. B. Gray, Neil Roy Cameron, John H. B. Herbert S. B. Gray, Neil Roy Cameron, John H. B. Herbert S. Calvert, Joseph H.W MacRoberts, Joseph H.W MacRoberts, Joseph H.W Jones, Samuel S. Downing, John Henry Anderson, Jessie Inglis Kelso, Alice C. Davidson, S. Kelso Macpherson, Mary C. Davelson, Mary C. Davelson, Mary C. Bachegory, William	Jamieson, James Smyth	Haviland, Ulysses Jacob
	London	Morrisburg	Napanee

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.--Continued.

	T 111	THE ONE OF I	1112	
Age Assistants. Teasistants. Teasistants.		1,500 1,500 1,500 1,100 1,200 1,200	1,400	2,100 2,100 2,100 1,900 1,900
School.	× ×	1,800	1,600	33331
70. of years' experience in a High School or Col- legiate Institute.	-doi	22.22.23.25.25.25.25.25.25.25.25.25.25.25.25.25.	233 177 10 10 10 13 44 77 73	277 199 199 109 109
)ate of appointment.	60	1893 1893 1901 1910 1907 1909 1911	1910 1899 1910 1908 1909 1906	1889 1864 1894 1903 1903 1905
Specialists.	Commercial	Math Commercial Classics Science Mods. and Hist. Mods. and Hist. Commercial (Physical Director)	Classics Math., Commercial Commercial (Interim), Science Mods. and Hist. Art, Commercial Mods. and Hist.	Math. Bug., Fr., Ger. Science Fr., Ger. Math.
Degrees.	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Tor. McMaster Tor. Tor.	Vic Tor. McMaster Tor. Queen's For.	Tor. LL.D., Tor. Tor. Tor. Queen's
Names of Teachers.	Napanee,—Con. Moir, Isabella	Niagara Falls. Diokson, James D. Walker, David McKenzie. Will, George Edwin Madill, Alonzo James B.A. Logan, Jessie M. Ward, Clara A. Kent, Eleanor Tuke, William H. Vandersluys, Captain	Lillie, John T. Doidge, Thomas Clarke Sanders, Charlotte Duncan, Ethel Anne McGuirl, Thomas Henry Graham, Felicia Clark, Ira Ethelbert Allison, Henrietta E. (Interim) M.A., Tor.	McDougall, Alexander Hiram. B.A., Macmillan, John. B.A., Sykes, William John. B.A., Campbell, Daniel Alexander. B.A., Marty, Aletta Elise. M.A., Norris, Isaac Taylor. B.A., Hardie, William. B.A.
Collegiate Institutes.	Napanee. —Con	Niagara Falls	Orillia	Ottawa

1510	TO I TILLIAN I			120
1,900 1,500 1,600 1,600 1,700 1,500 1,300 1,300 1,500 1,300 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,300 1,500	1,300 1,400 1,400 1,500	1,600 1,600 1,500 1,500 1,400 1,100 1,100 1,200	1,400 1,300 1,200 1,200 1,200	1,700
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Commercial, Art Commercial Art Commercial Mods. and Hist. Science Math. Eng. Hist. Science Science Fr., Ger. (Interim)	Math. Commercial Fr., Ger.	Math. Commercial Classics Eng., Hist., Fr., Ger. Mods. and Hist. Mods. and Hist. Mods. and Hist. Math. Math. Mods. and Hist. (Household Science Instr.)	Eng., Hist., Fr., Ger. Science (Interim) Math. Commercial Classics (Agriculture Instructor)	Classics
B.A., Queen's M.A., Tor B.A., Tor. B.A., Tor. M.A., Queen's M.A., Queen's M.A., Queen's B.A., Tor.	M.A., Tor. B.A., Tor. M.A., Queen's	B.A., Tor. B.A., Vic. M.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. M.A., Queen's M.A., Queen's M.A., Queen's	B.A., Tor M.A., Queen's B.A., Tor. B.A., Tor. B.A., Tor.	B.A., Tor
erim)	er McGregor (Interim) arles	fair A. J. (Interim) (Interim) s Palmer	McKim, William Andrew Marlin, Lewis A. Frost, Francis Henry O'Brien, William J. Cowan, Margaret T. Hamer, Roy S.	sterborough . Kenner, Henry Rowe H
		en Sound	rth	terborough

		Female Assistants.	\$ 1,500	1,000 950 800	1,100
inned.	Salary.	Male Assistants.	* 1,320 1,500 1,500 1,500 1,500 1,500	1,200	1,700 1,600 1,700 1,500
1911.—Continued.		Principal.	₩	1,500	1,950
111	əildu	No. of years in a P School.	10,6 4 H 80 0 0 10 0 0	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	4 122 67
	ni əsnəi -loO	No. of years' exper a High School or legiate Institute.	24 20 14 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	27 4 8 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	13 15 16 16 16
JANUARY,	• ; π	Date of appointme	1902 1904 1905 1907 1908 1909 1910	1899 1880 1906 1909 1910 1910 1910	1904 1907 1910 1910 1909 1903
PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS,	Specialists.		Commercial Eng., Hist., Fr., Ger. Science Math. Eng., Hist., Classics Eng., Hist. Classics Classics Science	Classics Math. Science Commercial Mods. and Hist. Mods. and Hist., Eng. and Hist. (Agriculture Instructor)	Classics Math. Eng., Hist., Fr., Ger. Science, Commercial Commercial (Manual Training Instr.)
	Degrees.		B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Queen's B.A., Queen's B.A., Tor. B.A., Tor.	B.A., Queen's B.A., Vic. M.A., Tor. B.A., Queen's M.A., Tor.	B.A., Tor. B.A., Tor. M.A., Queen's B.A., Tor.,M.A., Harv.
	Names of Teachers,		Srigley, Edgar Cooper Weir, Annie Hodgson, Joseph Emerson Merritt, Robert Norris Stubbs, Samuel James Harvey, John Franklyn Pettit, Louis John Alford, Ethel Fergusson, George A. Firth, Joseph Wilson	Dolan, John Henry Dobson, Robert Bigg, Edmund Murney Mallory, Bertha Clark, Elizabeth Irwin, Alfred H. (Interim) MacVannell, Alexander P.	Howell, William B. L. Cranston, David Loudon Cloney, S. Louise Rosevear, Howard Stanley Milne, Thomas Fred. Aitchison, Belle Whiddon, John W.
LIST OF		Collegiate Institutes.	Peterborough – C n.	Picton	Port Arthur .

1010		STARTMENT (JI EDUCA		420
1,200 1,200 1,200 1,200 1,000 600	1,000 1,000	1,500 1,200 1,200 1,050 1,050 1,060	1,200 1,200 1,000 1,000 1,000	1,500 1,500 1,500 1,400 1,400 1,200 1,200 1,200 1,100	1,500
	2 2 2 <u>1</u> 2 <u>1</u>	1,700	3½ 1,600	1,800 1,800 7	$\frac{2^{\frac{1}{2}}}{2}$ 1,600.
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1907 1908 1910 1911 1910 1908 1910	1889 1907 1909 1910 1910	1909 1874 1909 1909 1894 1909 1909	1886 1908 1910 1910 1906 1910	1903 1909 1909 1909 1909 1908 1908 1909 1910	1902 1885 1904
Classics Eng., Hist., Fr., Ger. Science Math. Commercial	Math. Commercial Science Classics Mods. and Hist.	Classics Math. Science Mods. and Hist. Commercial Mods. and Hist.	Math. Mods, and Hist. Science (Interim) Classics Commercial	Eng., Hist. (Interim), Com Math. Eng., Hist., Fr., and Ger Science Eng. and Hist. Classics Commercial (Interim).	Math. Classics Science
M.A., Queen's M.A., Queen's B.A., M.D., Tor. S.A., Tor. M.A., Queen's	B.A., Tor.	M.A., B. Pæd., Tor	B.A., T.: B.A., Tor. B.A., Tor. B.A., Tor. B.A., Queen's	M.A., Queen's B.A., Tor. M.A., Tor. B.A., Queen's B.A., Tor. B.A., Tor. C.C. B.A., Queen's	B.A., Tor.
Bryan, Hugh Wallace	Little, John George	Coombs, Albert Ernest Robertson, William John Follick, Thomas Henry Odlum, Dora Eleanor Jamieson, Clinton Egerton Caverhill, Arthur Elliot McRae, Donella Maude Mitchell, Jessie	Martin, Stephen O'Donoghue, Mary Helen Bielby, George H. Burns, Charles James (Interim) I. Thackeray, Barton Earl Wilson, M. Grace E.	Voaden, Arthur C. Auld, Charles Cook, Margaret Liebner, Ernest O. Gray, George L. Henderson, James V. Wing, Henry Page, John Percy McEachern, John G. (Interim) F. White, Harry S. Thomas, Neil J. (Interim)	Crassweller, Christopher L EGrant, David M B. Dent, William Arthur
Renfrew	Ridgetown	St. Catharines	St. Mary's	St. Thomas	Sarnia

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The state of the s		Female Assistants.	\$\\ 1,100\\ 1,100\\ 1,050\\ \\ 800\\ \end{array}	1,000	1,350 1,050 1,100	•
-Continued.	Salary.	.etnstsizeA slaM	\$1,100	1,250	1,300 1,500 1,400 1,250 1,250 1,250 1,250 1,250	
-Cont		Principal,	←	1,600	1,900	1,650
11.	oilda	No. of years in a Pr	m : : N N N	• • • • লাগু • • • • লাগু	200000 10 10 10 10 10 10 10 10 10 10 10 1	:
, 1911		No. of years' exper a High School or legiate Institute.	21 70 H 80 40	72 3 T 8 T	26 % % % % % % % % % % % % % % % % % % %	193
JANUAL	.ئا	Date of appointmen	1902 1908 1910 1910 1908	1900 1901 1909 1910 1910 1910	1891 1890 1908 1900 1910 1910 1909 1909	1910
AND HIGH SCHOOLS,		Specialists.	Commercial Fr. and Ger. Eng. and Hist.	Science Math. Mods. and Hist. Classics, Eng., Hist. Commercial	Classics Eng., Hist. (Interim) Math. Eng., Hist., Fr., Ger. Science Eng., Hist. Commercial (Manual Training Instructor) (Household Science Instr.)	Science
COLLEGIATE INSTITUTES		Degrees,	B.A., Tor. M.A., Tor.	B.A., Vic. B.A., Tor. M.A., Tor. M.A., Tor.	B.A., LL.B., Tor. B.A., Queen's B.A., Tor. M.A., Queen's B.A., Tor. B.A., Queen's	B.A., Tor
PRINCIPALS AND ASSISTANTS OF		Names of Teachers.	Bridgman, Clara Mary Wilkie, Marion Florence Oakley, Muriel Gladys (Interim) Moffatt, Thomas Edward Warren, Winifred (Interim)	Rogers, George Franklin Colling, George Featherstone Dafoe, Margaret Norma Knight, Carrie May (Interim) Chidley, Agnes F.	Mayberry, Charles Alexander Malcolm, George Sprung, Whitfield Lyman Marty, Sophie E. Floek, Frank A. Patterson, Harriet Doherty, Mabel Day, John W. Walkom, Daniel T. (Interim) Creighton, Thomas Pearson, Ellen	Strathroy Gundry, Arthur Presland
LIST OF		Collegiate Institutes.	Sarnia,—Com.	Seaforth	Stratford	Strathroy

1,250 1,000 1,000 1,000 1,000	2,200 1,800 1,800 1,900 1,900 1,800 1,800 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500	2,200 2,200 2,200 2,200 2,200 2,000 1,800 1,800 1,700 1,700 1,400 1,500	1,500 1,700 1,700 1,500 1,500
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1910 1909 1910 1910	1892 1892 1894 1904 1906 1896 1896 1906 1906 1906 1907 1900 1900 1910	1889 1893 1889 1900 1900 1906 1906 1907 1907 1907 1907	1906 1907 1876 1907 1907 1907
Mods. and Hist.	Classics Eng., Fr., Ger. Eng., Fr., Ger. Science Classics Math. Eng., Fr. Ger. Fr., Ger. Fr., Ger. Fr., Ger. Math. Eng., Hist. Math. Classics Math. Classics Science Classics Science Classics Science Classics Science Classics Science Chysical Instructor)	Science Math. Classics, Eng. Fr., Ger. Science Classics Fr., Ger., Eng. Science Classics (Interim) Mods. and Hist. Eng. and Hist.	Classics, Eng., Fr., Ger. Eng., Hist., Fr., Ger. Eng., Fr., Ger. Wath. Classics Science Eng., Fr., Ger.
Tor. Tor. Tor.	Tor. Tor. Tor. Tor. Tor. Tor. Vic. Queen's Queen's AcM. & Harvd. Tor. & McM.	Tor., Ph.D. Tor. Tor. Queen's Tor. Tor. Tor. Tor. Tor. Tor. Tor. Tor.	Tor. Tor. Tor. Qu., B.Pæd., Tor. Tor.
1 A(Interim)	(Harbord St.) Balmer, Eliza May Lawler, Getrude I wey, Thomas Joyce M.A., Glassey, David Alex Wightman Robert Forfar, Charles Clark, Luther John Fletcher, William Hugh Tapscott, Harry Byron Bray, Bray, Robert Bray, Jermyn, Percy Thomas Shaw, Robert Brown, Harry W. Kast, Walter Bray, Dunkley, Albert Wesley Keast, Walter Brasen, Charles G. (Jr.) (Interim) M.A., Frasen, Charles G. (Jr.) (Interim) M.A.,	Smith, Gilbert Acheson 3.A., Birchard, Isaac John M.A., Spence, Nellie B.A., Hillock, Julia S. B.A., Cosens, Absalom M.A., Mills, Jno. Hudson M.A., Sinclair, John B.A., Phillips, Wm. A. B.A., Reid, Thos. Emerson B.A., Smith, Arthur B.A., Barnes, Chas. L. B.A., Sealey, Ethel May B.A., Hutchinson, John I. (Interim) M.A., Darroch, William F. (Interim) M.A.,	Embree, Luther E. Jeffries, John Shaw, George Edmund Lougheed, Wm. James Munro, Peter Fraser Jennings, Wm. Arthur Hardy, Edwin A.
	(Harbord St.	(Parkdale)	Toronto (Jarvis St.)

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-(;oni		Principal	***************************************	3,000	1,500	1,400
i	npJic	No. of years in a P School.	- m : : : : : : : : : : : : : : : : : :	1 : : : : : : : : : : : : : : : : : : :	ల్ ∞ే	تن ت
RY, 19	Date of appointment. No. of years' experience in a High School or Col-legiate Institute.		28 11 11 11 11 11 11 12 13 13 13 13 13 13 13 13 13 13 13 13 13	100 10 10 10 10 10 10 10 10 10 10 10 10	5 2 2 T	26
JANUA			1882 1905 1907 1908 1908 1910 1910 1910	1894 1893 1901 1904 1907 1909 1909 1909	1909 1909 1909 1910 1910	1910 1910 1906
CHOOLS,			Hist. Hist., Fr., Ger. Hist., Fr., Ger. 26 26 28	Classics, Eng. Classics, Math. Eng., Fr., Ger. Science Eng., Hist., Fr., Ger. Classics Art (Interim), Commercial	Science Math., Commercial (Interim) Classics Mods. and Hist.	
2 H		Specialists.	Ger	GOB	cial	terir
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AND		01	Hist. Hist. Hist. Hist. Ce Ce	ics, Err., Ce Hist ics	Cor. ics	ce ics
OTES	Degrees.		Eng., Hist. Eng., Hist. Eng., Hist., Eng., Hist., Fr. Eng., Hist., Fr. Science Classics	Classics, Eng. Classics, Math. Eng., Fr., Ger. Science Eng., Hist., Fr. Classics Art (Interim),	Science Math., Commercia Classics Mods. and Hist.	Math Science Classics
EGIATE INSTIT			Tor	Vic. Tor. Tor. Tor. Queen's	B.A., McMaster M.A., Queen's B.A., Tor B.A., McMaster	Tor. McMaster
COTT			M.A., B.A., B.A., B.A., M.A., B.A.,	B.A., B.A., M.A., B.A., B.A., B.A.,	B.A., M.A., B.A., B.A.,	B.A., B.A., B.A.,
HIST OF THINGLEADS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911 Continued		Names of Teachers.	Toronto (Jarvis, Thomas, Janie St.)—Con. Keillor, James Keith, George Walter Morrish, Celia Winifred O'Connell, Marguerite E. (Interim) Halbert, Edwin H. (Interim) Graham, Louis H. Murdock, William E(Interim) Barnes, Charles H(Interim)	Colbeck, Franklin Charles (Humberside) Gourlay, Richard Charles, Henrietta Johnston, Frederick James Johnston, Frederick James Johnston, Stederick James Johnston, William R. Baunders, William R. Hatch, Salem B.	Miller, Cora Dufton, Lena Shurtleff, Morley Harris, Mary (Interim)	Potter, Charles Hutchinson, Andrew H (Interim) Pringle, E. Gertrude White, Kate Elizabeth
		Collegiate Institutes,	Toronto (Jarvis St.)—Con.	Toronto (Humberside	Vankleek Hill	Whitby

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850	1,200	1,100	1,000	800 800 950	1,250 1,000 1,000
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Tor Mods. and Hist	Queen's Science Eng., Hist., Fr., Ger. For. Eng., Hist., Fr., Ger. For. Science Science Math. Math. Commercial (Interim).	Tor. Classics, Eng., Mods. Tor. Classics For. Eng. and Hist. McMaster Math. Queen's Science (Manual Training Instructor) Commercial	Tor. Classics Queen's	Queen's Fr., Ger., Eng., Hist. Tor., B.A., Qn's.	Tor. Tor. Classics Queen's Queen's
S.A.	B.A., Que B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. M.A., Que B.A., Tor.	B.A., Tor. B.A., Tor. M.A., Mci M.A., Que	M.A., T B.A., Qu	B.A., Qu M.A., To	B.A., T. B.A., T. B.A., Q. B.A., Q.
Graeb, Mabel M(Interim) M. Hare, James HB.	Gavin, Frederick Pearce B. Bell, Frederick Henry B. Reid, Robert B. Brunt, Robert Anthony Cleary, Norah Eagle, David Melville Hamilton, William Brown Lowe, William Duff Cunningham, Evangeline Ramsay, James Alexander	Levan, Isaac Master Salter, Wesley John Cameron, Aldis W Brown, Clarence L. Staples, Louis E. Mercer, John S. Stone, Alice B Wilson, Ethel Mae Alexander, Nessie (Interim) Lee, Anna A. (Interim) Robinson, M. Alberta (Interim)	Mackay, Emma L. (Interim) McKee, Mildred R	Thompson, Margaret Jane B. O'Donnell, Thomas J Matthews, Jessie Edith M. Whitney, Laura A	Rand, Wilfred Erle B. Trench, W. Wycliffe A. B. Ellis, Mina Alexandra B. Weese, Willametta B. McLeod, Lola B. B. B. B. B. B. B. B. B. B. B. B. B.
	Windsor	Woodstock	High Schools: Alexandria	Almonte	Arnprior

LIST OF	LIST OF PRINCIPALS AND ASSISTANTS OF	COLLEGIATE INSTITUTES	AND HIGH SCHOOLS,	JANUARY,	1911	Continued	nued.	
		4		1	-100	02	Salary.	
High Schools.	Names of Teachers.	Degrees,	Specialists.	Date of appointmen	No. of years' exper a High School or legiate Institute. No. of years in a P School.	Principal.	Male Assistants.	Female Assistants.
Arthur	Langford, Thomas E. McKeracher, Donalda. Buchanan, Winnie (Interim)	M.A., Queen's B.A., Queen's	Science (Interim)	1910 1910 1910	31 31 12 12 22 24	1, 400	₩	\$000 650
Athens	Sexton, James Henry White, Robert Oliver Barlow, Fred. H (Interim) Chandler, E. Pearl (Interim)	M.A., Queen's M.A., Tor. B.A., Queen's	Science Math.	1909 1909 1910 1909	21 8 8 2 2 2 2 2 3 2 3 3 3 3 3 3 3 3 3 3 3	1,500	1,200	800
Aurora	Ferguson, John	B.A., Queen's B.A., Tor. M.A., Queen's		1909 1909 1909 1910	ت با ت با ت با ت با ت با ت با ت با ت با	8 1,400	1,000	700 700
Aylmer	Rutherford, Walter W. Story, Selina Gladys	B.A., Tor. M.A., Queen's B.A., Tor. B.A., Tor.	Math. Mods. and Hist. Classics	1883 1904 1909 1910 1910	36 19 19 119 111	1,600	1,200	1,200
Beamsville	Hamilton, James A	M.A., Tor.		1909	en :	1,200		009
Belleville	Colling, James Knight, William W. MacLaurin, Peter Crawford Libby, Minnie F. Guest, Emily J.	B.A., Tor. B.A., Queen's B.A., McMaster B.A., Vic. M.A., Tor.	Classics Math. Science Eng., Hist., Fr., Ger.	1908 1892 1909 1910	19 3 22 5 6	1,680	1,400	1,250

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1,000	1,400		1,500	:	1,200	1,100	1,000	: : :	
	1,400	1,150	1,800	1,200	1,500	1,500	1,400	1,250	1,400
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1870	1906 1910 1910 1910	1905 1910 1908	1894 1905 1910 1910 1911	1910	1910 1910 1909 1910	1909 1906 1910 1909	1910 1891 1910 1910	1897 1907 1909	1908 1909 1910 1910
	Math., Eng.	Science	Classics Math. Mods. and Hist.		Science Math. Mods. and Hist.	Science Eng., Classics Classics Mods. and Hist.	Tri, Math.	Math	Math. Classics (Interim) Mods. and Hist.
M.A., Trin	B.A., Quecn's M.A., Qn's, Ph.D., Hvo M.A., Tor. B.A., Tor.	B.A., Pæd., Queen's B.A., Queen's	B.A., Tor. M.A., Trin. B.A., Queen's B.A., Tor.	B.A., Cambridge	B.A., Tor. M.A., Tor. 3.A., Tor.	B.A., Queen's M.A., Tor. B.A., Queen's	M.A., Tor., B.A., T B.A., Queen's B.A., Tor.	B.A., Tor. B.A., Tor.	B.A., Tor. M.A., Tor. M.A., Tor.
Milburn, Edward Fairfaz	Dandeno, James B(Interim) Nichol, Miss Sidney W(Interim) Stevens, Myrtle H(Interim)	Carefoot, George Andrew	Fenton, William J	Owen, Thomas A	Donaldson, William Cantelon, John Wilfrid Allen, Mabel E. Campbell, Stella	Smith, Thomas Corlett	Wethey, Edmund James McDonald, Neil Ewing, Florence M.	Skeele, James Eton	Campbell, John Duncan
	Bowmanville	Bradford	Brampton	*Brighton	Caledonia	Campbellford	Carleton Place	Cayuga	Chesley

*Assistant to be appointed.

		Female Assistants.	₹	1,000 900	800	006	1,100	: :
-Continued.	Salary.	Male Assistants.	÷	1,250 1,150 1,050 1,200		1,000	1,200	800
		Principal.	1,300	1,500	1,300	1,500	1,450	1,400
11	əildu	No. of years in a P School.	ro eo 1€5	10 10 10 10 10 10 10 10 10 10 10 10 10 1	ec ; −∞;	:m :0	್ಷ್ಣ : ಕ್ಷಾಣ್ಣ ಮ	11:
tr, 1911	ni əənəir -loD	No. of years' exper a High School or legiate Institute.	217	65 16 16 16 18 18 18	ನ ನ ನ	171	16. 7	93
JANUARY,	,t.	Date of appointmen	1892 1910	1904 1884 1898 1907 1906 1910 1911	1910 1909 1910	1910 1910 1910 1907	1908 1910 1909 1910	1909
INSTITUTES AND HIGH SCHOOLS,		Specialists.		Science Commercial Eng.		Science Fr., Ger.	Fr., Ger. Commercial (Interim) Math.	Science
COLLEGIATE INSTI		Degrees.	B.A., Vic.	M.A., Queen's B.A., Tor. B.A., Tor. B.A., Tor. B.A., Queen's	B.A., Queen's B.A., Tor.	B.A., Tor. B.A., Tor. B.A., Queen's	B.A., Queen's B.A., Tor. B.A., McMaster	B.A., Tor
PRINCIPALS AND ASSISTANTS OF		Names of Teachers.	Colborne Bellamy, Wesley(Interim)	Fetterly, Hiram B. Nugent, James Birchard, Alexander Fraser Norris, Arthur David Healey, Rose Etta Morden, Frances Dagmar Connolly, John McKeracher, Florence J. (Interim)	Elliott, Henry Edward	Pearson, Alexander	Cowles, John P. Lane, James Stanley Anderson, Lillie G. Challon, Newton E (Interim)	Elliott, Thomas W
LIST OF		High 'Schools.	('olborne	Cornwall	Deseronto	Dundas	Dunnville	Dutton

Stocketcheon Eisle Leona R., Tor. Classics 1900 22 1,400 1900 23 1,400 1900 23 1,400 1900 23 1,400 23 1,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 24 2,400 2,400 24 2,400 2,400 24 2,400	191	.0		TANI M	ENT (TEDU	CATION			433
Stoddart Robert Cheering M.A., Tor. Darge Chastles 1908 13 1400 15 15 1400 15 15 1400 15 15 1400 15 15 1400 15 15 1400 15 15 1400 15 15 1400 15 15 1400 15 15 1400 15 15 15 1400 15 15 15 15 15 15 15	800	800	750				1,000 1,000 600	1.000	900	0006
Stocker Bisle Leona F. BA. Tor. M. Wise Classics 1908 12 1909 15 1909 15 1909			<u>: ਜੰ : : ਜੰ </u>		: : :					
Stocker, Bisle Leona F. B.A., Tor. M.A., Wise. Classics 1908 13 14 15 15 15 15 15 15 15		⊣ : :	1,400	1,400	₩ : :		1,400	1,275		
Stoddart, Robert Robe		• ===	H : 04 : :	: na :	් වි යැකි	୍ଦ୍ର ବା ଲି	120000		10 to	
McCutcheon, Elisle Leona F. (Interim) M.A., Tor. (Classics Eng. Hist.)	23	15 12 1	01 	83 4 1 2 2 3 3	91 6 71 72	191 121 122 123 123 124	100 cm 100 mm	151 44 124 124 124 124 124 124 124 124 124	∞ 01 r0 H 01 H 01 H 01	138 138 138
McCutcheon, Elsie Leona F. (Interim) M.A., Tor., M.A., Wisc. Chemon, Mary (Interim) B.A., Tor. Lemon, Mary (Interim) B.A., Tor. Chemon, Mary (Interim) B.A., Tor. Chemon, John Rennic (Interim) B.A., Queen's Hicks, Retta May (Interim) B.A., Queen's Cranston, Elizabeth May (Interim) B.A., Tor. (Interim) B.A., Tor. (Interim) B.A., Tor. (Interim) B.A., Tor. (Interim) B.A., Tor. (Interim) B.A., Tor. (Interim) B.A., Tor. (Interim) B.A., Queen's B.A., Tor. (Interim) B.A., Tor. (Interim) B.A., Tor. (Interim) B.A., Tor. (Interim) B.A., Tor. (Interim) B.A., Tor. (Interim) B.A., Tor. (Interim) B.A., Tor. (Interim) B	1908	1910 1909 1909	1909 1909 1908 1910 1910	1908 1908 1908 1910	1909 1906 1910	1894 1908 1910 1911	1897 1910 1910 1910	1905 1910 1910	1909 1909 1906	1910 1901 1908
McCutcheon, Elsie Leona McCutcheon, Helena F Stoddart, Robert Lemon, Mary Snider, Lily Huldah Massey, Arthur Wallace Hicks, Retta May Cranston, Elizabeth May. McKenny, Angus Edwards, Wm. Edward J. Berry, Peter Smith, Louisa Wright, William Jonathan Williams, Albert DeCou, Nellie Wright, William Jonathan Williams, Albert DeCou, Nellie Howson, Alexandra Hind, Edith J. Coutts, Richard David Touts, Richard David Hudson, Annie Leila Laird, Marie Ettie Hudson, Annie Leila Foucar, Walter K. McEachran, Mary Halliday, J. Maude Thobs, Thomas Ward, Ada Louise Broughton, Clara Elizabet Broughton, Clara Elizabet Broughton, Clara Elizabet Broughton, Clara Elizabet Broughton, Clara Elizabet De La Mater, Magdaleine, De La Mater, Magdaleine,	B.A., Tor., M.A., Wisc. M.A., Tor.	Tor.	B.A., Vic. B.A., Queen's B.S.A., Tor.	Tor.	Tor.	B.A., Queen's Fr.,	Tor.	Tor. Eng., Hist., Fr., Queen's	Tor. Math Tor. Mods. and	, Tor.
	Leona Fa F	Stoddart, Robert Lemon, Mary Snider, Lily Huldah	Massey, Arthur Wallace Hamilton, John Rennie Hicks, Retta May Cranston, Elizabeth May McKenny, Angus Edwards, Wm. Edward Ju	Smith, Gladys Hubner Smith, Louisa	:	Graham, Robert George Edwards, Rebecca S (Howson, Alexandra	Coutts, Richard David Van Alstyne, Susan Amelii Laird, Marie Ettie Hudson, Annie Leila	Foucar, Walter K	•	

	1	Female Assistants.	\$	1,000	800	006.	1,125	950 725 875	1,000
January, 1911.—Continued.	Salary.	Male Assistants.	\$ 750	00 : :	00	00	90	00 1,100	00
Con		Principal.	\$ 1,200	$\frac{1,800}{2^{1}}$	$\begin{bmatrix} 5 & 1,500 \\ 2 & & \\ 1\frac{1}{2} & & & \\ & & & \\ \end{bmatrix}$	$\frac{3}{2^{\frac{1}{2}}}$ 1,400	1,400	1,300	1,800
1911.		legiate Institute. No. of years in a P School.	-+ 00 -+			•	2021	18 21 22 32 32 32 32 32 32 32 32 32 32 32 32	
IRY,	-100	No. of years' expe	14 :	11 4 1	23	7 7 133 8			$\begin{array}{c c} 22 \\ 21 \\ 21 \\ \end{array}$
JANUA	·114	Date of appointme	1910 1910 1910	1910 1910 1910	1909 1911 1910	1907 1897 1908	1908 1911 1910	1907 1911 1910 1909 1910	1910 1910
SCHOOLS.		Specialists.	Math. (Interim)	Mods. and Hist.	Science		Math.	Math.	Eng., Fr., Ger.
ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH		Degrees.	B.A., Queen's B.A., Tor.	B.A., Queen's B.A., Queen's B.A., Queen's	B.A., Queen's B.A., Tor.	B.A., Queen's	M.A., Queen's	B.A., Queen's B.A., Tor B.A., Queen's B.A., Queen's	B.A., Tor.
List of Principals and Assistants of		Names of Teachers.	Wright, Robert	Wilson, W. Asbury	Breuls, Ira Delos	Asselstine, Robert Whiting Higginson, Maria Adelaide Campbell, Charlotte Elizabeth	Truscott, Samuel Alfred	Nelson, John Burchell, James E. Fletcher, Beatrice L. MacKay, Minnie B (Interim) Berney, Laura J.	Elliott, Thomas E. Smith, K. Edith
LIST OF		High Schools	Hagersville	Haileybury	Harriston	Hawkesbury	*Iroquois	Kemptville	Kenora

1,200 1,200 1,200 700	1,050 1,250 1,250	1,100	800	1,100	1,200 800	1,300 1,000 1,250	1,000 800		
1,400	1,500	1,400	1,500	1,300	1,400	1,500	1,500	1,400	
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1909 1910 1909 1910 1910	1908 1907 1909 1908 1909	1910 1909 1909	1909 1910 1910 1909 1910	1889 1909 1910	1910 1909 1910 1910	1897 1907 1907 1906 1909	1904 1910 1910 1910	1905	ted.
Classics Mods. and Hist.	Math. Eng., Fr., Ger. Classics	Mods. & Hist. (Interim), Fr. Ger. Ger. Science	Fr., Ger.	Math	Classics Math.	Science Eng. and Hist. Commercial	Science	Classics	†Another teacher to be appointed
B.A., Tor. B.A., Tor. B.A., Queen's	B.A., Tor. B.A., Tor.) M.A., Tor.	B.A., Tor. B.A., Queen's M.A., Queen's	B.A., Queen's B.A., Queen's	B.A., Tor.	B.A., Vic. B.A., Tor. B.A., Mt. Allison	B.A., Tor. B.A., McMaster B.A., Tor. B.A., Dublin	B.A., Tor.) M.A., Tor.) M.A., Queen's	B.A., Tor	to be appointed. +4
McKinnon, Charles	Brown, George Allen	Feasby, William James MacDonell, Alexander Duncan (In)	rold m loane na	Watson, Alexander H. Stewart, George B (Interim Cook, Donna J (Interim)	Brethour, John H. Sheppard, Alton M. (Interim) Russell, F. Josephine Bartlett, Lena (Interim)	Dundas, Arthur A. Johnson, George Stephen. Stewart, Kate L. Hammond, John Edgar. Hackett, Edward(Interim)	Glass, William Arthur. Ryerson, Catherine(Interim Wallace, Frank 1)(Interim McBride, Sara M.	Morrow, John Duncanson	*Classical teacher t
Kincardine	Leamington	Listowel	Lucan	Madoc	†Markham	Meaford	Midland	Mitchell	

LIST OF	PRINCIPALS AND ASSISTANTS OF	COLLEGIATE INSTITUTES	AND HIGH SCHOOLS,	JANUARY,	11911	-Continued.	med.	
				ni əənəi		<i>O.</i>	Salary.	
High Schools.	Names of Teachers.	Degrees,	Specialists,	Date of appointme	u righ School or legiste Institute. No. of years in a P School.	Principal.	Male Assistants.	Female Assistants.
Mitchell.—('on.	Mitchell.—('om. Clifford, Margaret	M.A., B.Pæd., Queen's Mods., Hist., (Int.)	Mods., Hist., (Int.) Eng. Hist.	1907 1910 1910	10 E 20 E	9€	\$	\$ 800 1,000
Mount Forest	Speirs, Thomas E. Corkill, Edward J. Gilray, Roberta Gibson. (Interim) McKinley, Clara B (Interim)	B.A., Tor. B.A., Queen's B.A., Tor. B.A., Tor.	Math. and Physics. Science	1907 1910 1908 1910	22 32 3 3 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1,200	1,100	: :008 8000 : :
Newburgh	Andrews, Robert T. Grose, Annie R. Forbes, William B.	В.А., Тог.	Classics	1910 1908 1910 1	6 14 53 63 15 1	1,200	1,100	800
Newcastle	Jardine, William Wilson	B.A., Tor. B.A., Trin.	Mods. and Hist.	1910	30 9½ 4	1,200		002
Newmarket	Minns, James Edward	B.A., Vic.	Math., Science	1910 1884 1910 1909 1910	19 3 26 23 6 10 11 13	1,500	950	800
Niagara	Clark, Joseph Campbell	B.A. Tor.	Classics	1910 1	15 22	1,000	: :	650
Niagara Falls South	Myer, Albert N. Dawson, Margaret M. Burns, Edna Muriel	M.A., Trin.	Math. Domestic Science	1908 1907 1909	16½	1,600	::	200

1910		DE	PART	MENT O	F EDUCATI	ON		437
1,500 1,000	700	1,200	800	1,050 1,100	1,300 1,200 1,000 1,000 1,000	1,100 800	1,000 800) 950 1,200
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16 23 3	:	121 21 21 21 21 21 21 21 21 21 21 21 21	28122			:		
1904 1902 1909 1909	1909 1910 1909 1910	1910 1910 1910	1910 1910	1879 1907 1909 1909 1910	1882 1902 1908 1910 1910 1910	1898 1907 1910 1910	1908 1910 1910 1909	1895 1908 1910 1910
B.A., Queen's B.A., Queen's	B.A., Queen's B.A., Vic. B.S.A., Tor. (Agriculture Instructor)	B.A., Queen's Fr., Ger. B.A., Manitoba B.A., McMaster	B.A., Tor. Classics, Eng., Fr., Ger	B.A., Tor. Bng., Math., Hist. B.A., Tor. Mods. and Hist. B.A., Tor. B.A., McGill	B.A., Vic. Classics, Eng., Hist. B.A., B.Sc., Vic. Math. Science. B.A., Tor. Mods. and Hist.	B.A., Tor. Classics B.A., Tor. Eng. and Hist.	B.A., McMaster Math. B.A., Tor B.A., Queen's Fr, Ger (Interim) B.A., McMaster	B.A., B.Pæd., Tor Classics
Girdwood, Arthur Reginald	Lawlor, Richard G	Denyes, James Malcolm	Barron, Robert Armour	Steele, Alexander Strang, Grace Masson Adams, John Hamilton Freeze, Helen Hulse, Clara (Interim)	Smith, Lyman C. Stevenson, Louis Courtice, Samuel J. Faint, Pearl B(Interim) Cruikshank, Libbie	Bell, Walter N. Williams, Edna Jane Keegan, Joseph D. Mathieson, Elsie (Interim)	Earrchild, Austin H. Zurbrigg, Jacob Mahlon(Inter.) Henry, Lizzie C. Burk, Charlotte A(Interim)	Ross, Ralph
North Bay	Norwood	Oakville	Omemee	Orangeville	Oshawa	Paris	Parkhill	Pembroke

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1911.—Continued.

	Female Assistants.	\$ 200	1,000	1,000	800	700	008	
Salary.	Male Assistants.	\$ 1.100	1,050				1,400	1,100
02	Principal.	1,300	1,300	1,200	1,100	1,300	1,700	1,300
oildi	No. of years in a Pu School.	: m m	10.22	00 00	42	9 : 12	N m : i.u	. 4
ni əənəi -lo ^v	No. of years' exper a High School or (legiate Institute.	≈ ∞ ro -2. × ro	24 8 152 152 153	4		₩ X X	150 151 4	6 <u>3</u> 29
.11.	Date of appointmen	1907 1909 1911	1888 1909 1910 1910	1907 1909 1910	1897 1910	1910 1910 1911	1908 1905 1910 1910 1910	1910
.t. ni sonsi -lo(oildi	Specialists.	Math	Classics		Science		Math. Science Classics Mods. and Hist. Commercial (Interim)	Eng., Hist. (Int.), Class.Fr.Ger
	Degrees.	B.A., Tor.	M.A., Queen's B.A., Tor B.A., Queen's B.A., McMaster	B.A., Ottawa B.A., Queen's	B.A., Tor.	B.A., Queen's	B.A., Vic. M.A., Tor. B.A., Queen's M.A., Tor.	M.A., Tor.
	Names of Teachers.	Keefe, Reuben Daniel(Interim) McArthur, Christiana M	Clyde, William	Plantagenet Walsh, John C	Liddy, William R	Nelson, Albert E	Snider, Eber Egerton. Morgan, John James. Cameron, Archibald R. Parlow, Helen C. (Interim)	Jenkins, Robert SmithStone, George
	High Schools.	Penetan- guishene	Petrolea	Plantagenet	Port Dover	Port Elgin	Port Hope	Port Perry

	Sinclair, Robert J(Interim) Philp, L. Madeline			1909	22°2-	7 50	nes	650	
Port Rowan .	Amos, Harold Edwin	B.A., Queen's, B.Pæd., Tor.		1910	20 H	8 : 1,	1,400	200	
Prescott	Kerfoot, Horace Watson	B.A., Queen's M.A., Queen's	Fr., Ger.	1907 1907 1910 1910	96 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	11 1, 19	1,300 1,100	008	
Richmond Hill	Richmond Hill Davidson, John	M.A., LL.B., Tor. B.A., Tor.	Classics	1910 1911 1910	000 H#HM	m m	1,200	700	
Rockland	Eby, Florence Mary(Interim) Rooney, Alice M(Interim)	B.A., Tor. B.A., Tor.		1908 1909 1910	12 T 2 T 2 T 2 T 2 T 2 T 2 T 2 T 2 T 2 T	: : :- :	006	650	
Sault Ste Marie	Sault Ste Marie Race, Wilfred Ballantyne Rudlen, George William Harkness, Mary Dell Clayton, Vivian Emily Hicks, Fred M Mackenzie, Anna (Interim) Later, Thomas John Shaw, M. Pauline	B.A., Queen's B.A., Tor. M.A., Queen's B.A., Man.	Mods. and Hist. Math. Mods. and Hist. (Interim) Commercial (Manual Training Instr.) (Household Science Instr.)	1904 1904 1906 1908 1910 1910 1910	21 4 4 2 5 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5	111 2 10 10 10 10 10 10 10 10 10 10 10 10 10	2,000 1,500 1,200 1,200 1,200	0 1,160 1,050 0900	
Simcoe	glas	B.A., Tor. M.A., Queen's B.A., Tor. M.A., Queen's	Eng., Fr., Ger. Science (Interim) Eng., Hist., Classics Math.	1889 1910 1910 1910	25 0 5 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	11 5	1,400 1,300 1,200 1,200	0006	·
Smith's Falls	Smith's Falls . Rose, Robert Chas	B.A., Tor. M.A., Queen's M.A., Queen's B.A., Tor.	Math. Classics Science Mods. and Hist.	1907 1909 1910 1909 1911	221	2 + 33 2 + 1,	1,600 1,450 1,450	 0 7000 7000	
Smithville	Tremeer, James(Interim	B.A., Vic.	Classics	1908	25,23	m m	,300	009	
Stirling	Stirling Kennedy, George E.	B.A., Vic	Science	1893	18	4	,300		-

		Female Assistants.	\$00 \$00 \$00	900 750	1,000	650	: :99	850 1,000	1,350
nued.	Salary.	.stastsissA slsM	49		1,200	800	850	1.200	
1911.—Continued.		Principal,	**	1,200	1,700	1,300	1,100	1,500	2,500
11	oildu	No. of years in a P. School.	. Ha	ਜ :ਜ ਜ	: 20 : :	10 :-	9	6 72	200
	rience in -loO	No. of years' expers' a High School or legiste Institute.	23 122 122 122 122 122 123 123 123 123 1	10 11 11 13	C → 4 → 101 → 101	UD HOJ HOJ	26 ₂ 21 ₂ 1	∞မက္လို	1000
JANUARY,		Date of appointmen	1908	1909 1909 1909	1910 1910 1910 1911	1911 1910 1910 1911	1909 1909 1910	1910 1904 1908 1910	1910
AND HIGH SCHOOLS,		Specialists.	Eng., Hist.	Eng., Hist., Fr., Ger Math Commercial	Classics		Classics	Math. Commercial (Interim)	Science
COLLEGIATE INSTITUTES		Degrees.	B.A., Queen's B.A., Queen's	M.A., Queen's M.A., Tor	B.A., Queen's B.A., Tor. B.A., Tor.	M.A., B.Sc., Queen's B.A., Queen's B.A., Queen's	M.A., Queen's B.A., Tor. B.A., Tor.	M.A., B.Pæd., Tor B.A., Queen's	B.A., Tor. B.A., Tor.
PRINCIPALS AND ASSISTANTS OF		Names of Teachers.	Scott, Carrie Lillian	Streetsville Kemp, William	Berlanquet, Hugh S O'Grady, John Lee (Interim) Baker, Wester Roy (Interim) Bibby, Marie Victoria	Sine, Fred. Hiscock, Mary B (Interim) Davidson, Edith M (Interim) Graham, Herbert W (Interim)	Fitzgerald, Eliza Sophia McMahon, Frank Oliver Moir, M. Isabella(Interim)	Davidson, John H. Hindson, Hilda Mary Solmes, Harriet Mary(Interim) MacDougall, Dougal P(Interim)	Malvern Lehman, Carl A. K. Avenue Barr, Lydia Adams
LIST OF		High Schools,	Stirling.—Con.	Streetsville	Sudbury	Sydenham	Thorold	Tillsonburg	Malvern Avenue

1910	DEPARTMENT	OF EDUCATION	441
,500 ,900 ,900 ,800 ,800 ,800 ,800 ,500	,500 ,500 ,500 ,500 ,500	2,050 2,050 1,850 1,850 1,400 1,750 1,750 1,650 1,400 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500 1,500	350
2,600	2,600	9000	
	Ha 4 to 60	L 10 10 4 10 11 10 20 11 10 20 11 10 20 11 10 20 20 11 20 <t< th=""><th>and evening</th></t<>	and evening
18 23 23 24 25 25 25 25 25 25 25 25 25 25 25 25 25	112 122 10 10 11 10 10 10 10 10 10 10 10 10 10	0.8 4.1 4.2 4.2 0.2 4.2 4.2 0.2 4.2 4.2 0.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4.2 4	and
1910 1910 1910 1908 1908 1908 1908 1908	1910 1907 1907 1908 1910 1910 1909	1902 1902 1903 1903 1906 1904 1904 1904 1907 1907 1910 1910 1910 1906	1907 1909
Classics Math. Science Classics Eng., Hist., Fr., Ger. Mods. and Hist. Mods. and Hist. Science	(Physical Instructor) Classics Science Math. Fr., Ger. Mods. and Hist. Classics Art. Math.	Math., Commercial Math. Science Commercial Science (Interim) Bug., Hist., Fr. Ger. Commercial Math. Mods. and Hist. Commercial Science Mods. and Hist. Mods. and Hist. Mods. and Hist. Mods. and Hist. Mods. and Hist. Mods. and Hist.	do do 1907 do 1909 h Cohool + Dort time teacher—day
B.A., Lond, B.Pæd, Queen's, M.A., Trin. B.A., Tor. B.A., Tor. B.A., Queen's M.A., Queen's M.A., Queen's M.A., Queen's B.A., Queen's M.A., Queen's B.A., Tor. M.A., Queen's B.A., Tor. M.A., Queen's	B.A., Tor. M.A., Queen's B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. B.A., Tor. M.A., Trin.	B.A., Queen's B.A., Tor. B.A., Tor. M.A., Queen's B.A., Tor. M.A., Tor. M.A., Tor. B.A., Tor.	B.A.Sc., Tor.
Lingwood, Frederick Houchen Wood, Frank Herbert. Gray, Robt. Alex. Jewett, Albert Edward Thompson, John Frederick Clarke, Frederick Hall Irwin, Herbert William Kennedy, Thomas Horton, Charles William Ketcheson, Florence Blanche. Ayers, M. Huntley	Riverdale Michell, William C. Riverdale Moore, James Rosington Wren, John Stewart Willson, Alice M. Watson, Erwin H. A. McKinley, James M. Kidd, Truman William Rogers, William Henry	ry Illam CIntosh Stuart Stuart mes Imund In Herbert Izabeth rafton nes ward (Interim) Marles IZ. B. (Interim) holson	arles
Toronto, Mal- vern Avenue. —Con. Toronto, Oakwood	Toronto, Riverdale	Toronto, Technical	* mondo sobulou.

*Includes experience in this school previous to 1904, when it became a High School.

		Female Assistants.	* 1,700 1,000 1,000	006	750 800 750	:	800	2002	625
nued.	Salary.	.stantsissA slaM	** • • • • • • • • • • • • • • • • • •	1,150		:	1,100		
-Conti	ΔΩ	Principal.	<i>→</i>	1,400	1,400	1,050	1,400	1,100	1,100
11.—		No. of years in a Pu School.		→ ‱ : =	4.22 :	-	13:	:21	00 00 01
т, 19	-100	No. of years' exper a High School or (legiate Institute.		15 6 23 4 ¹ / ₂	12 CO CO CO	20	22 4 to ro		20
JANUARY, 1911.—Continued.		Date of appointmen	1902 1907 1908	1910 1910 1889 1906	1911 1908 1910 1910	1905	1881 1910 1908 1909	1911 1910	1908 1909 1909
INSTITUTES AND HIGH SCHOOLS, J		Specialists.	(Instructor in House'ld Sci.) do do do (Instructor in Freehand)	Eng., Hist.	Math. Eng. and Hist.	Classics	Classics	p	B.A., Tor. Math.
COLLEGIATE INSTIT		Degrees.	B.Sc., Columbia	B.A., Tor.	M.A., Queen's B.A., Tor. M.A., Trin.	В.А., Тог.	M.A., Tor. B.A., Tor.	B.A., Royal, Ireland	B.A., Tor.
LIST OF PRINCIPALS AND ASSISTANTS OF		Names of Teachers.	et Mary Annette		Ferguson, Thomas R. Jeckell, Laura M. McCaw, Hester Shepherd, Eleanor (Interim)	Bonis, Henry	Morgan, Joseph Case, H. James McGregor, Margaret C. Cummer, May Elvina	*Sinclair, William T. (Temporary) Peck, Maud M(Interim)	Campbell, Alexander
LAST OF		High Schools.	Toronto, Technical—Com.	Trenton	Uxbridge	†Vienna	Walkerton	Wardsville	Waterdown

800	700	1,200 900 800 750	1,000	800 750	800	850 650 1,000
700	800		1,000		006	1,250
1,200	1,400	1,500		1,400	1,400	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
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8	11 mm mm mm mm mm mm mm mm mm mm mm mm m	26 23 14	10	17	60 CJ 60 F(2) Lf(2) Lf(2)	1007 L 01 L
1910 1910 1910	1910 1910 1907 1909	1891 1910 1908 1910 1906		1910 1910 1910	1910 1910 1910 1909	1907 1910 1909 1908 1911
Waterford Simpson, John	Watford Williams, Lorne J	Welland. McCuaig, Herbert M. B.A., Queen's	Weston \$ B.A., Tor. Mods. and Hist. Hawkins, Maud Mary B.A., McMaster Science Docherty, John C. (Interim) B.A., McMaster Science Gillies, Annie M. (Interim) B.A., Tor. Classics	Wiarton Witherli, Ebenezer Rufus B.A., Queen's Graves, Bessie B.A., Western Allan, Nellie F. (Interim)	Williamstown Pentland, George E	WinghamSmith, John CharlesB.A., Queen'sClassics (Interim)Percy, Herbert AlgernonB.A., TorMods. and Hist.Baird, Mabel M. J.B.A., TorAnderson, Beatrice E (Interim)Rice, Kathleen C. S.(Interim)B.A., Tor
Wat	Wat	Well	Wes	Wia	Wil	Win

*Part time teacher—day and evening classes. †Assistant to be appointed. †Acting Principal. §Principal to be appointed. Note.—In addition there are 23 part time teachers for evening classes only in the Technical High School.

SUMMARY, JANUARY, 1911.

Number of Schools, Sex of Teachers, and Per- centages.	Number of Teachers.	Salaries.	University Graduates, Specialists, etc.
Collegiate Institutes	Collegiate Institutes. Principals 44 Assistants 396 Total 440 Increase for the year, 26	Highest Salary \$3,500 Average " Principals 1,905 Average Salary \$1,328 Average Salary \$1,385 Increase for the year \$64	Collegiate Institutes and High Schools. Graduates 615 Non-Graduates 238 Percentage of Graduates, 1911 72.09 Percentage of Graduates, 1910.
Teachers. Teachers. 537 Ladies 316 Total. 853	*Principals	Highest Salary\$3,000 Average "Principals 1,441 Assistants1,026 Average Salary	Percentage of Non-Graduates, 1911
January, 1911Gentlemen, 62.95; Ladies, 37.04 January, 1909 64.87; 32.45 January, 1904 78.8; 21.2	*Principals 144 Assistants 709 Grand Total 853 Increase for the year, 33	Highest Salary	Percentage of Specialists and Interim Specialists, 1911 60.49 Percentage of Specialists and Interim Specialists, 1910 62.68 Percentage of Non-Specialists, 1911 39.50 Percentage of Non-Specialists, 1910 37.31

* Two Principals to be appointed.

APPENDIX V—PUBLIC LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

REPORT OF WALTER R. NURSEY, INSPECTOR OF PUBLIC LIBRARIES, SCIENTIFIC INSTITUTIONS AND LITERARY AND SCIENTIFIC SOCIETIES IN THE PROVINCE OF ONTARIO, FOR THE YEAR 1910, WITH THE STATISTICS OF 1909.

To the Hon. R. A. PYNE, M.D., LL.D., M.P.P.,

Minister of Education, Province of Ontario.

SIR,—I have the honour to submit herewith the report on the Public Libraries, Scientific Institutions and Literary and Scientific Societies receiving a share of the Legislative Grant for the year ended 31st December, 1909, together with additional information, tabulated and otherwise, showing the progress made in library extension in the Province.

I have the honour to be.

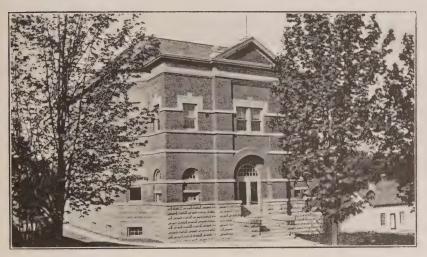
Sir,

Your obedient servant,

WALTER R. NURSEY,

Inspector of Public Libraries, etc.





Lucknow Public Library.



Ingersoll Public Library.

WORK OF THE INSPECTOR'S BRANCH

I have satisfaction in drawing your attention to the work accomplished by this branch of the Department of Education during the year 1910. The policy you have pursued, Sir, has resulted in encouraging library development and extending library facilities throughout the Province.

The expressed approbation of those familiar with existing conditions and from every quarter of the Province is testimony to the value of the work accom-

plished.

There is, of course, a tendency among some library workers in Ontario to think that we should have in force every new method tested, or for that matter, untested, that has been introduced in the United States of America, without taking into consideration the difference in the laws of control and established systems of administration that regulate procedure in the two countries. From close personal observation made in that country I find that they have almost as many problems to solve as we in Canada. Comparison in respect to the features of wealth and population is often overlooked.

While we in Ontario are moving abnormally quick, it would be unwise to at-

tempt too much. We can afford to deliberate without marking time.

It is easy to advocate changes and innovations, but not so easy to withdraw if after introduction they are found inapplicable. "We are doing fine," hence I do not think we should be seduced into embracing half-thought-out conceptions which are apt to result in premature offspring.

In order that a fair estimate may be reached of the work accomplished, and also left undone, by the Inspector since September, 1909, the first sixteen months of his holding office, and in part explanation that in the circumstances, annual inspection of 430 libraries is a physical impossibility—I submit a rough record of his movements.

1. Attendance at sixteen Library Institutes, with sessions often occupying two days, entailing prepared addresses and computing and payment of expenses of delegates.

2. Attendance at the annual meeting of the Ontario Library Association; two days.

3. Attendance at annual meeting of the American Library Association at

Mackinac Island, Lake Michigan. Five days.

4. Visit of inspection in company with a special committee of the Ontario Library Association commissioned by the Minister of Education to visit certain libraries and other educational institutions in the United States for the purpose of ascertaining what stεps had been taken by them in regard to the closer relation of the Public Library with the Technical Education of the artizan—these places were:

Albany, N.Y. Boston, Mass. Worcester, Mass. Providence, Rhode Island.

Newark, New Jersey. Brooklyn, N.Y. Buffalo, N.Y. Niagara Falls, N.Y.

and to summarize the result of my individual investigations.

5. Visitation and inspection of 46 Provincial Libraries as per page 33 of this report, covering the territory from Ottawa on the northeast to Amherstburg on the southwest; from Morrisburg on the east to Sarnia on the west; from Pene-

tanguishene on the north to Fort Frances and Kenora on the northwest. Also visiting libraries in Detroit and Winnipeg. In the course of these trips I have travelled over 12,500 miles by land and water.

6. Have given a public address (or spoken at Board Meetings) at each one of

these places except three.

- 7. Have also attended, by invitation, the Annual Convention of Delegates from the Women's Institutes of Ontario, and delivered an address on "Travelling Libraries."
- 8. As Inspector of Public Libraries I have prepared two Annual Reports, containing over 232 printed pages of the proceedings of the year, many facts and some information, the result of much investigation and labour.
- 9. In conjunction with Mr. Lemon I have carefully analyzed and checked over the Annual Reports of the 414 Public Libraries in the Province, allotting under the provisions of the new Public Libraries Act the proportion of the legislative appropriations earned by each library. A task involving an unusual amount of auditing, correction and explanation of the requirements of the Act.

10. Have sent special letters to all of the smaller or defunct libraries that had not reported, asking for specific information as to their condition, elsewhere

tabulated. See page 516.

- 11. Have changed the old form of Annual Reports heretofore in use, and yearly forwarded by the several libraries, in order to conform with the changes in the Act, and, as will be seen, have made Tables "A" and "B" in the Inspectors' Report to correspond with and embrace the additional information, showing rent, light and heating, salaries and population. The collection and tabulation of these has called for added labour and consideration.
- 12. Nearly 3,000 letters have reached this office, in many instances seeking interpretation of intricate points under the Act, and other information on every phase of library work, local and otherwise, all calling for acknowledgment, often necessitating two letters in reply, in many instances lengthy ones.
 - 13. Have prepared three interim Reports and received many deputations.
- 14. Have supervised Mr. Riddell's shipments of Travelling Libraries, selected the books to replace those missing, prepared the needed catalogues for each library and issued circular letters to numerous communities.
- 15. Have prepared lists of selected books for the 21 Technical Libraries asked for by the Public Libraries in certain industrial towns—a necessarily long process, and demanding great care—the orders for which are being slowly filled by the booksellers.
 - 16. Assisted by Mr. E. A. Hardy, I have also drafted the new Rules and

Regulations respecting Public Libraries now in the printer's hands.

- 17. The Annual Reports and Financial Statements of the 27 Historical, Scientific, Literary, and other Institutions as rendered to the Department, have also been edited and examined by the Inspector previous to publication in his annual report.
- 18. The responsibility of checking all Expenditures on account of books for travelling and other libraries, and all other disbursements connected with his office. as well as the expenditure incurred in holding the Library Institutes has also rested with the Inspector.
- 19. All arrangements for the work of Miss Spereman, the official classifier and cataloguer, are necessarily planned and supervised by the Inspector, who receives her reports and issues instructions subject to the approval of the Minister of Education.

The above is a fair summary of 'he work performed by your Inspector of Public Libraries, and is not submitted in any sense for the purpose of self-exploitation, but with the single and honest object of showing the increasing demand upon his time—his overtime—and also as a reason for the inevitable neglect of certain duties, notably more complete inspection, which is the primary reason for his official existence, but the fulfilment of which, the pressing call of other functions, and other demands, has made impossible.

CONATIONS

A few donations of books and pamphlets have been received during the year and much appreciated. Most important of these were 75 copies of a volume entitled "Indian Legends, and Other Poems," published by the Salem Press Co., Salem, Mass.

These were generously presented, all charges paid, by Mr. Hanford Lennox Gordon, the author, and are being distributed among those libraries, etc., indicated and in accordance with Mr. Gordon's suggestion. The recipients have been requested to make any criticism upon the work they feel disposed to.

LIBRARY BUILDING PLANS

An interesting correspondence has taken place during the year with Mr. James Bertram, Private Secretary to Mr. Andrew Carnegie, in reference to building plans submitted to him by many Library boards in Ontario, making application for a donation from Mr. Carnegie, and which in many instances were found to be totally unsuitable, either too ornate, badly designed, or wasteful in respect to space. Mr. Bertram suggested that it might be well if the plans of all proposed library buildings be first submitted to the Department of Education for the information and general approval of the Minister. In the Regulations about to be issued will be found a rule embodying the principle laid down in Mr. Bertram's suggestion. This rule calls for the filing of all such plans with the Department, prior to erection of a library building, not for professional criticism or endorsement, but with the object of giving the board interested the benefit of the information in possession of the Department. These plans will be open for inspection by all interested. In the case of the plans of the new library at Fergus, they met with Mr. Bertram's warm approval. It is understood that Mr. Carnegie is desirous that some general uniform style of architecture should be followed, both in respect to exterior and interior plans of those library buildings towards the construction of which he has contributed. The Fergus building is commended on the grounds of economy and of space construction and simplicity of design. The plans are reproduced elsewhere. To meet the needs of enquirers, these plans have been issued by the Department in pamphlet form. One important feature, however, appears to have been overlooked, viz.: space for a Children's department.

With the plans of Andrew Carnegie and other architects available there is now no excuse for Library Boards to spend money in perpetuating mistakes that

have been discovered and remedied.

It is well that Library Boards should remember that the Board alone is empowered to "procure, erect, or rent the necessary buildings for the purpose of the library and the reading room, and for all other purposes authorized by the Act." With these privileges and responsibilities a seat on a Library Board is one of dignity and importance.

THE STORY OF THE PUBLIC LIBRARIES, FREE AND ASSOCIATION, FOR THE YEAR

The following libraries were incorporated: Camlachie, Clarksburg, Hillsview, Runnymede.

The following libraries did not report for the year 1909. Should they neglect to report for 1910, they will be removed from the list of libraries entitled to par-

ticipate in the Legislative Grant:

Allan's Mills, Avonmore, Ayton, Bervie, Brigden, Cayuga, Callender, Chapleau, Chesterville, Cobden, Cold Springs, Coldwater, Corkery, Deer Park, Douglas, Dromore, Dundalk, Emsdale, Gore Bay, Gravenhurst, Hawkesbury, Iroquois, King, Lucan, Manitowaning, Marlbank, Metcalfe, Newbury, Napanee Mills, Oil Springs, Oxford Mills, Petrolea, Pinkerton, Point Edward, Poland, Priceville, Queensville, Relessey, Rodney, Schomberg, Schreiber, Sturgeon Falls, Sunnidale, Thamesford, Thornhill, Thessalon, Watson's Corners, Westport, Wyoming.

Some of these have sent in semi-official reports during 1910, which it is hoped

may secure their retention on the active list.

In consequence of the following libraries not having reported to the Education Department for two years and over, they have been removed from the list of libraries entitled to participate in the Legislative Grant in accordance with the Regulations: Granton, Kinburn, Rosseau, Tamworth.

Where it has been shown that despite the reasonable efforts of the community affected the maintenance of a library was an apparent impossibility, the reading requirements of such will in part be met by supplying Travelling Libraries. Forms of application for these are issued by the Department upon request.

For further information in regard to the libraries that have not regularly reported, or have been removed from the active list, attention is directed to the articles referring to their status which appear elsewhere in this Report. (See Table of Contents.)

A LIBRARY AND ITS WORK

"Get Good Books; give them a home attractive to readers of good books; name a Friend of Good Books as Mistress of this Home, and you have a Library: all share in its support and all get pleasure and profit from it if they will: without divisions religious, politic, or social, it unites all in the pursuit of High Pleasure and Sound Learning, and gives to those who support it that common interest which is the basis of proper local pride."

FREE

TABLE A.-Receipts, Expenditures, with cost of Maintenance, Assets and Liabilities, Books

TABLE A.—Receipts	, Expendie	ures, with	-	am conduce,	1100000 411	a Biaoilie	es, Doons
			Receipts.		7		nd.
	uc			H	70	Expenditure.	Balance on hand
Public Libraries. FREE.	Legislation Grants.	Municipal Grants.	Members' Fees.	Balances and other sources.	Total Receipts.	ndit	ice (
FREE.	egis	funicipa	fember Fees.	Salances and oth sources	otal	хре	alaı
Ž .	70	MO	M	m e a	E	図	PA PA
2 Ailsa Craig. 3 Amherstburg 4 Alton 5 Arnprior 6 Aurora 7 Aylmer 8 Ayr. 9 Belleville 10 Berlin 11 Bothwell 12 Bracebridge 13 Brampton 14 Brantford 15 Brighton 16 Brockville 17 Brussels 18 Burk's Falls 19 Caledon 20 Caledonia 21 Camden East 22 Cardinal 23 Carleton Place 24 Chatham 25 Chesley 26 Clifford 27 Clinton 28 Collingwood 29 Copper Cliff 30 Cornwall 31 Creemore 32 Delhi 33 Deseronto 34 Don 35 Drayton 36 Elmira 37 Elora 38 Erin 39 Essex 40 Exeter 41 Forest 42 Fort William 43 Galt 44 Garden Island 45 Georgetown 46 Glencoe 47 Goderich 48 Grand Valley 49 Grantham (St. Catharines) 50 Grimsby 51 Guelph 52 Hagersville	119 98 71 52 59 56 132 22 250 00 31 44	\$ c. 207 50 50 00 375 00 30 00 100 00 150 00 350 00 185 00 1,500 00 2,995 75 125 00 682 95 1,000 00 1,200 00 1,200 00 1,500 00 1,500 00 1,500 00 1,500 00 1,500 00 1,500 00 1,500 00 2,500 118 42 600 00 270 00 1,850 00 125 00 125 00 125 00 150 00 277 00 1,500 00 2,336 24 70 00 343 00 220 00 277 00 1,500 00 2,232 00 2,232 00 2,232 00 2,232 00 2,232 00 2,232 00 2,232 00 2,232 00 2,232 00 2,232 00 2,232 00 2,232 00 2,232 00 2,232 00 2,232 00 2,232 00 2,230 00 2	5 00 15 50 1 00 10 10	\$ c. 167 91 159 59 254 32 118 93 49 76 150 86 59 30 46 95 526 05 3,743 60 128 78 80 13 142 21 463 28 10 00 373 78 242 94 34 28 5 32	\$ c. 455 17 258 54 933 07 189 74 212 70 346 84 623 19 292 20 2,276 05 6,989 35 281 83 963 28 1,378 31 5,920 78 285 37 1,832 89 621 19 331 91 43 14 50 00 103 06 623 35 669 32 2,779 13 495 91 611 495 91 175 47 813 24 52 80 200 20 714 85 100 56 311 02 493 01 488 66 101 07 441 46 288 90 614 22 2,131 83 2,659 90 611 49 614 22 2,131 83 2,659 90 611 49 614 93 614 22 2,131 83 2,659 90 611 49 614 93 617 93 618 93	\$ c. 269 69 130 51 823 83 139 89 196 61 323 23 562 62 252 86 2 252 86 2 252 86 2 252 86 2 252 86 2 252 86 2 252 86 2 252 86 2 252 86 2 252 86 2 252 86 2 252 86 2 252 86 2 2 252 86 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	\$ c. 185 48 128 03 109 24 49 85 160 923 61 60 57 39 34 19 04 7 08 106 10 73 14 27 01 930 68 2 16 45 83 292 92 51 93 10 00 5 71 27 81 147 30 762 08 128 78 14 60 146 63 21 83 24 33 2 31 87 2 81 10 00 3 77 242 27 167 55 100 47 304 18 58 40 53 07 113 80 213 87
53 Hamilton 54 Hanover		$18,750 00 \\ 495 00$		2,924 39 163 69	21,924 39 727 19	19,712 74 561 98	2,211 65 165 21
55 Harriston 56 Hensall	68 38	225 00 90 00	6 00	5,566 92	5,866 30 240 57	5,810 33 200 89	55 97 39 68
00110111011	30 00		00 10	00 02	- 210 01	200 00	

LIBRARIES

and Circulation, etc., of FREE Public Libraries for the year ending 31st December, 1909,

- 1	Mainte	enance.		п	issued.,	rs ines.		- 1	
Number.	Rent, Light and Heating.	Salaries.	Number of Members.	Number of volumes in library.	Number of volumes is	Number of newspapers and magazines.	Assets.	Liabilities.	Population.
1 2 3 4 4 5 5 6 6 7 7 8 9 9 100 111 122 133 144 155 166 177 188 199 201 222 233 244 255 266 277 288 39 400 414 445 466 477 488 49 50	243 97 84 00 12 00 111 51	$ \begin{array}{c} 114 & 70 \\ 330 & 00 \\ 40 & 00 \\ 24 & 00 \\ 159 & 00 \end{array} $	242 172 512 120 319 456 526 309 3,091 1,632 160 654 637 4,765 2,460 203 335 125 200 209 199 199 2,101 275 304 501 661 187 1,013 100 119 530 346 347 2,298 388 168 276 388 168 276 388 168 276 388 168 276 388 168 276 388 168 276 388 168 276 388 168 276 388 168 276 388 168 276 388 168 276 388 168 276 388 168 276 388 178 178 178 178 178 178 178 1	2,789 2,932 4,922 4,687 2,817 3,334 5,433 3,498 7,944 10,026 2,163 4,554 5,296 22,903 3,531 11,841 3,787 2,158 3,761 2,855 1,991 5,010 5,197 7,303 2,651 4,455 5,966 6,718 4,630 1,262 1,966 6,718 4,630 1,262 1,966 1,172 3,010 2,949 4,582 8,261 2,300 2,637 4,788 4,409 4,582 8,162 5,895 3,174 2,718 5,021 2,977 2,907	5,676 3,401 13,144 3,100 4,956 7,476 11,910 6,495 36,833 42,370 4,080 13,534 17,760 101,362 2,162 * 4,458 3,703 3,232 2,162 * 4,458 3,703 7,185 28,742 5,968 2,969 16,935 18,591 5,040 18,044 649 2,311 18,877 628 2,864 3,666 3,782 5,371 7,493 12,831 23,277 46,365 1,018 17,761 4,010 1,629 18,609		2,603 03 10,205 24 4,974 00 1,381 09 3,880 61 4,968 57 2,024 34 45,019 04 41,432 52 1,831 10 13,658 27 16,300 01 56,980 68 1,764 66 23,245 83 2,795 77 1,166 93 2,861 26 1,560 00 1,107 28 1,157 81 3,847 30 28,505 71 1,178 78 2,596 49 14,046 63 23,983 74 685 08 12,653 27 508 58 1,634 11 3,638 66 1,039 39 1,877 39 2,450 87 7,524 56 1,686 21 3,083 00 2,537 00 3,753 77 4,640 17 34,242 27 4,707 65 2,725 47 1,200 62 12,204 18 2,008 40 1,923 07	841 50 9 75 	3,400 20,711 1,375 9,275 1,400 1,000 600 1,100 * 1,171 4,014 10,220
51 52 53 54 55	492 17 82 50 1,901 78 164 47	7,202 62 101 75 102 00	$ \begin{array}{r} 1,769 \\ 66 \\ 21,024 \\ 300 \\ 470 \\ 239 \end{array} $	14,804 2,140 40,868 1,488 3,296 1,839	48,415 4,550 225,109 3,726 8,259 3,599	3 361 25 35	1,334 10 12,055 97		14,060 1,048 70,308 2,300 2,000 825

*Not reported,

FREE LIBRA-

TABLE A. -Receipts, Expenditures, with cost of Maintenance, Assets and Liabilities, Books

			Receipts	•			nd.
Free Libraries.	Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.	Expenditure.	Balance on hand
57 Hespeller 58 Ingersoll 59 Kemptville 60 Kincardine 61 Kingsville 62 Lakefield 63 Lanark 64 Lancaster 65 Leamington 66 Lindsay 67 Listowel 68 Little Current 69 London 70 Markdale 71 Merrickville 72 Merritton 73 Midland 74 Millbrook 75 Milverton 76 Mitchell 77 Mount Forest 78 Newmarket 79 Niagara Falls 80 North Bay. 81 Orangeville 82 Oshawa 83 Ottawa 84 Paisley 85 Palmerston 86 Paris 87 Parkhill 88 Parry Sound 89 Pembroke 90 Penetanguishene 91 Perth 92 Picton 93 Port Carling 94 Port Colborne 95 Port Elgin 96 Port Rowan 97 Prescott 98 Preston 99 Rat Portage (Kenora) 100 Renfrew 101 Richmond Hill 102 Ridgeway 103 Sarnia 104 Seaforth 105 Shelburne 106 Simcoe 107 Smith's Falls 108 Stayner 109 Stirling 110 Stouffville 111 Stratford	\$ c. 137 13 136 35 148 77 102 75 98 87 260 23 72 4 444 163 566 238 44 165 01 250 00 64 84 30 16 174 37 94 78 27 32 96 33 50 34 88 266 250 00 94 94 126 21 91 56 250 00 90 74 83 14 159 16 53 35 25 52 250 00 115 56 159 51 250 00 38 70 67 94 118 22 117 44 138 49 122 98 109 76 57 98 46 27 250 00 148 74 101 14 250 00 247 00 15 57 98 46 27 250 00 148 74 101 14 250 00 247 00 15 99 96 96 99 99 99	\$ c. 350 00 700 00 318 00 525 00 300 00 100 00 121 00 50 00 1,252 20 500 00 125 00 375 00 175 00 175 00 250 00 827 35 1,175 00 200 00 887 35 1,175 00 10,000 00 800 00		\$ c. 97 186 68 23 17 504 78 24 00 5 94 3 73 8 66 87 20 359 67 57 86 15 00 848 56 55 14 129 28 84 23 152 73 116 20 75 61 4,609 15 267 93 35 15 196 00 64 87 379 02 337 69 6,744 63 3 59 554 11 271 51 73 71 213 07 1,663 01 117 34 344 90 381 35 20 02 563 9 43 5,129 76 163 27 64 98 1,215 56 539 43 175 95 18 36 282 26 19 17 4 26 19 17 4 26 15 29 0 69 43	\$ c. 584 1. 1,023 03 489 94 1,132 53 422 88 180 54 148 45 63 10 550 76 1,850 31 783 15 15 00 11,780 56 279 33 335 53 239 39 702 10 385 98 202 98 5,042 78 690 27 408 61 2,011 00 409 81 1,332 58 1,621 25 16,994 63 321 58 997 25 1,230 67 127 06 2,953 92 756 44 1,463 41 1,518 44 178 26 272 04 882 64 72 92 477 07 6,209 25 1,010 99 474 71 199 28 1,319 16 2,953 92 756 44 419 50 1,147 08 1,742 46 100 65 301 75 342 79	\$ c. 414 80 847 14 480 20 1,097 28 358 37 180 21 131 98 62 06 372 15 1,514 84 749 99 9 00 11,704 84 2777 58 259 20 8,629 54 270 15 399 87 1,782 50 347 43 1,066 33 1,322 37 16,930 90 321 15 665 06 437 55 1,296 85 1,350 54 1,764 595 1,296 85 1,350 54 1,77 76 150 87 866 97 55 00 432 91 5,227 27 815 97 179 79 199 28 1,318 67 2,355 20 661 69 287 28 287 28 287 28 287 287 293 388 100 65 240 49 303 66	\$ c. 169 38 175 89 9 74 35 25 64 51 33 16 47 1 04 178 61 335 47 6 30 75 72 1 75 76 33 158 24 37 04 19 72 11,413 24 420 12 8 74 228 50 62 38 63 73 43 266 25 298 88 63 73 41 82 199 81 83 31 66 11 821 92 182 45 166 56 167 90 121 17 15 67 17 92 44 16 981 98 195 02 294 92 49 598 72 294 92 61 26 39 13
112 Streetsville	250 00	1,500 00	8 00	820 94 98 63	2,578 94 314 77	2,491 78 260 69	87 16 54 08

RIES-Continued.

and Circulation, etc., of FREE Public Libraries for the year ending 31st Dec., 1909.—Continued.

and	Circulatio								
Number.	Rent, light and heating.	Salaries.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and magazines.	Assets.	Liabilities.	Population.
577 588 599 600 611 622 633 644 655 666 677 772 774 775 774 775 778 801 818 828 838 844 858 869 91 92 93 94 95 96 97 98	59 90 102 00 100 00 107 20 399 00 161 30 302 75 1,775 00 14 00 203 11 244 57 175 37 321 85 123 51 35 00 35 00	100 00 300 00 380 69 7,301 04 130 70 310 95 330 00 37 50 80 00 150 00 340 20 511 25 85 00 60 00 330 00 20 00 150 00 150 00	1,202 155 467 312 * 630 664	4,015 5,359 2,408 3,870 2,623 1,736 2,002 3,667 2,835 4,960 3,652 1,100 24,580 3,443 2,266 3,991 2,153 2,707 4,615 3,424 2,909 6,186 2,832 3,989 3,654 38,360 5,065 2,407 8,386 2,407 8,40	5,040 13,135 6,571 3,223 10,541 3,485 12,135 25,4946 6,856 9,812 11,206 242,397 6,995 7,610 12,382 2,657 4,250 16,699 7,957 15,611 22,266 1,637 5,786 8,401 1,711 12,03 10,636	25 35 24 18 18 41 18 184 184 184 184 184 184 184 184	1,501 85 5,051 04 2,228 61 17,087 97 11,987 13 506 00 75,804 79 3,001 75 2,576 33 1,716 92 2,330 04 1,794 72 8,990 43 10,376 14 3,898 29 1,566 49 25,078 50 2,276 85 17,566 25 5,298 88 195,400 00 3,400 43 13,761 82 14,199 81 1,453 31 1,716 11 1,696 25 4,782 45 15,162 77 16,404 15 825 50 1,847 55 11,315 67	15 00 203 17 60 00 	2,522 5,063 1,199 2,767 1,771 1,453 707 631 2,525 1,145 49,507 1,000 953 1,551 4,500 833 871 1,862 2,221 3,300 10,000 6,166 2,537 6,000 ** 819 1,748 3,848 41,575 4,000 5,800 3,761 418 1,475 1,
99 100 101 102 103 104 105 106 107 110 111 111	0 60 00 1 302 86 1 4 55 5 52 36 7 266 26 9 77 1 300 36	0 38 15 85 00 42 75 6 1,035 06 180 00 81 00 5 260 00 3 563 25 6 60 00 90 00 125 00 6 690 34	145 222 3,656 487 196 992 5,565 325 258 369 1,596	4,002 3,592 1,669 7,426 5,513 3,075 7,733 2,060 2,039 1,131 4,777 9,860	7,62 2,85 3,05; 26,74; 12,96 4,69 15,85; 20,94; 4,74; 3,43; 9,39; 41,00	5 18 2 8 69 23 11 27 43 28 5 43 28 6 5 33 53	4,139 92 1,640 00 2,292 78 28,085 44 2,194 78 2,375 00 8,180 08 2,080 08 1,450 98 653 55 4,739 18) 3 1 5 5 3 3 3 4 1 1 1 3 3 3 3	3,553 707 681 * 2,145 1,200 3,485 8,653 1,100 945 1,050 14,779 600

*Not reported.

FREE LIBRA-

TABLE A.—Receipts, Expenditures, with cost of Maintenance, Assets and Liabilities. Books

			Receipts				and.
Free Libraries.	Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.	Expenditure.	Balance on hand
113 St. Catharines	\$ c. 250 00 156 31 250 00 86 70 188 76 28 90 250 00 110 54 46 250 00 64 17 30 04 107 49 250 00 65 76	$\begin{array}{c} 2,500\ 00\\ 750\ 00\\ 2,700\ 00\\ 125\ 00\\ \end{array}$	82 15 19 10 30 97 38 82 	\$ c. 387 90 183 42 521 63, 71 68 20 26 8 47 17,317 62 14 85 191 61 1,555 25 390 22 106 93 107 63 1 16 77 02 343 16 77 171 68 57	$\begin{array}{c} \$ & c. \\ 3,137 & 90 \\ 1,089 & 73 \\ 3,553 & 78 \\ 302 & 48 \\ \hline 559 & 02 \\ 437 & 43 \\ 74,517 & 62 \\ 369 & 31 \\ 566 & 40 \\ 4,195 & 15 \\ 1,128 & 10 \\ 1,377 & 16 \\ 355 & 30 \\ 56 & 20 \\ 399 & 51 \\ 4,659 & 16 \\ 663 & 15 \\ 2,721 & 71 \\ 269 & 68 \\ \end{array}$	986 76 2,722 36 213 96 515 13 377 39	\$ c. 224 07 102 97 831 42 88 52 43 89 60 04 12,855 48 70 71 1,830 14 438 47 18 47 10 67 10 67 10 67 10 62 81

DESCRIPTIONS OF PUBLIC LIBRARIES

Which have appeared in previous Reports, showing the Year and Page of Report.

Name of Library.	Year.	Page.
Belleville	1908	163
Brampton	1907	323
Bracebridge	1907	308
Durington	1907	312
Brantiord	1906	247-51
Brockville	1906	252
Bernn	1906	242
Chatham	1906	256
Collingwood	1906	259
Cornwaii	1906	262
Elora	1909	407
Goderich	1906	226
Gall	1906	267
Guelph	1906	270
Hamilton	1906	275
Harriston	1909	411
Lindsay	1906	276
London	1906	279
Napanee	1908	170
Niagara	1909	
	1909	415–16

RIES-Concluded.

and Circulation, etc., of FREE Public Libraries for the year ending 31st Dec., 1909.—Concluded.

	Mair	ntenanc	е.		, u		er of spapers magazines.			
	light bing.			umber of members.		of es	umber of newspapers and magazii		es.	Population.
er	fi. Lis		Ž	nb	um ar	um red	rsp m	တို့	13:4:	2 ti
Number.	Rent, ligh and heating.		100	Number of members	Number of volumes library.	Number of volumes issued.	Number of newspap and mag	Assets.	Liabilities	parl
N	Re	9	3	N I	N N	Nu N	Nu	As		P^{0}
	1			1						,
119		74 1.53	6 c.		11 205	49 990	F-9	\$ (\$ c.	10.00
113 114			23 42 35 00			$43,238 \ 22,285$	53 38		07	12,307 $3,750$
115						39,461	70	34.899	03	15,500
116			85 00					2,216	52	549
117] 1	19 50	282	2,468	4,637		1.457	74	1,960
118	115	36 1	16 00		5,867	7,557			37	2,064
119		39 26,58	8 99		174,675	537,443	896	787,671	21 45,792 56	300,000
120 121			96 00			3,145		*	00 0 77	4,500
121			50 00 85 00		7,147 $3,450$	$8,594 \\ 18,167$	29 44		00 6 77	$\frac{1,644}{3,067}$
123	127		11 25			16,232		3.504	25	4,000
124	164 9	90 40	31 00	619	9,150	14,196	60	9,242	58	4,560
125			00 00		3,219	5,621			17	1,296
126 127		$\begin{array}{c} 99 \\ 28 \end{array} $	1 00	$ \begin{array}{c c} & 101 \\ & 125 \end{array} $	$1,760 \\ 2,240$	$\substack{248 \\ 2,852}$	16		83	$\frac{176}{2,414}$
128		$\frac{1}{16}$ 1,6	59.76		17,906	50,965	85		75 157 59	16,142
129	110	00 - 1'	70 00		4,335	10,184			10	2,351
130		82 78		1,728	8,428	34,430	53	28,152 (09 4,450 81	9,243
131	10 (00	50 00	206	4,767	3,064		4,666 8	31	409
	26,217	13 77.07	2 39	196,034	844,133	2.641.676	4.914	2,176,549	10 192,373 79	850,116
		1		1		,,,	,		, , , , , , , ,	,

^{*}Not reported.

DESCRIPTIONS OF PUBLIC LIBRARIES—Concluded

Which have appeared in previous Reports, showing the Year and Page of Report

Name of Library.	Year.	Page.
Ottawa	{ 1906 1909	284 416
Orangeville	1907	314
Odessa	1909 190 6	417 288
Penetanguishene	1909 (1907	417 302
Picton	1908 1907	150 319
St. Catharines	1906 1906	229 291
Sarnia. Smith's Falls.	1906	297
St. Mary's St. Thomas	1906 1906	$\begin{array}{c} 298 \\ 301 \end{array}$
Stratford. Streetsville.	1906 1907	308 301
Uxbridge. Wardsville.	190 7 1909	305 418
Waterloo	1906 1906	312 316
Windsor. Wallaceburg.	1907	327

TABLE B.—Receipts, Expenditures, Cost of Maintenance, Assets and for the year ending

								ar enumg
				Receipts.			1	
Number.	PUBLIC LIBRARY ASSOCIATIONS.	Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.	Expenditure.	Balance on hand
2 3 4 4 5 6 7 7 8 9 9 10 11 1 12 1 13 1 14 1 15 1 16 17 7 18 19 20 21 2 24 2 25 2 26 30 31 3 2 2 2 3 3 3 3 4 4 3 5 5 3 6 3 7 3 8 8 3 9 9 4 1 1 4 2 2 3 3 3 3 4 4 4 4 5 5 1 5 2 3 5 3 5 4	Abingdon. Admaston Alliston Arkona Arkona Arkhur Atwood. Auburn Badjeros Barrie Bath Bayham Baysville Beachville Beachville Beachville Beachville Beansville Beaverton Belfountain Belmont Belwood Blenheim Bloomsburg Blyth Bobcaygeon Bolton Bowmanville Bracondale Bradford Bridgeburg Brooklin Brownsville Brucefield Bunyan Burford Burlington Cambray Campbellford Canfield Cannington Cargill Carp Chatsworth Cheapside Clarksburg Claremont Claude Cobourg Cookburn Island Colborne Cookstown Copleston.	5 70 18 00 53 25 84 99 	\$ c. 10 00 19 00 21 00 19 00 20 00 20 00 40 00 25 00 50 00 25 00 50 00 20 00 25 00 50 00 190 00 25 00 75 00 75 00 125 00 100 00	\$ c. 3 50 25 21 14 00 100 00 56 50 44 35 42 60 13 40 33 60 3 75 23 00 15 75 24 05 15 50 26 50 135 35 15 60 90 64 50 113 00 41 30 38 00 30 50 44 17 41 30 38 00 17 75 124 00 17 70 124 00 17 70 124 70 18 75 124 00 17 70 19 50 10 26 75 124 00 17 70 19 50 10 26 75 124 00 17 70 18 75 124 00 17 70 18 75 124 00 17 70 18 75 18 7	\$ c. 13 62 34 40 44 37 36 36 90 41 5 82 48 05 141 54 15 18 75 70 11 25 23 01 57 92 289 51 74 25 61 61 16 15 17 90 3 02 71 68 	\$ c. 13 62 62 43 72 02 103 74 247 69 62 32 140 44 470 67 48 58 177 47 15 00 675 95 247 89 6 75 47 43 162 83 439 58 178 90 61 61 41 85 51 40 112 77 482 02	\$ c. 4 00 43 49 72 02 82 22 178 90 27 07 73 57 7470 67 42 20 138 94 15 000 665 665 65 65 66 67 54 08 11 104 94 240 84 177 27 50 00 37 00 107 28 482 02	\$ c. 9 62 18 94

^{*} Not reported.

Liabilities, Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1909.

		-,							
	Mainte	enance	nbers.	umes	ımes	δα			
Number.	Rent, light and heating.	Salaries.	Number of members	Number of volumes in library.	Number of volumes issued.	Number of newspapers and magazines.	Assets.	Liabilities.	Population as reported.
1	\$ c.	\$ e. 4 00		304	283		\$ c. 194 37		*
2		15 00 49 21	* 119	1,309	* 548		678 94		2,644
4 5	6 00	20 00 57 50	107 100	$\frac{1,507}{3,757}$	801 2,151	15	846 88 4,164 37	6 00	$\frac{250}{218}$
6	32 27	25 00 15 00	121 146	682 2,476	977	8	458 73		
8	185 00	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	154 41	3,605 1,481	1,763 2 095	6	2,464 64	34 49	$\frac{490}{1,200}$
10 11		30 00	104	1,283	1,521	6	1,056 38 905 99 *		750 300
12 13	81 55 50 00	240 00	252	6,132	11,910	24	5,359 30	350 00	6,736
14	90 00	6 75 8 00	78 18	925	199	24 14	684 24 375 00	5 25	390
15 16 17	3 00	36 00	$ \begin{array}{c} 60 \\ 101 \\ 121 \end{array} $	1,341	1.095		1,051 85		400
18	$\begin{array}{c} 82 & 86 \\ 115 & 25 \\ 50 & 00 \end{array}$	41 25	$\begin{array}{c} 121 \\ 180 \end{array}$	3,515 1,688	3,599 1,688 *	6 24	2,943 75 1,422 11		966
19 20 21	19 00 25 00	12 00	20	1,810 1,417	778		1,010 61		* 759
22		$\begin{array}{c} 25 & 00 \\ 130 & 00 \end{array}$	52	1,226 2,009	2.672		1,102 74 1,672 85	25 00	228
23 24	86 00	190 00	188 25	4,411 195	7,100 66	23	55 00;		1,650
25 26	25 00 72 70	50 00	104 129	2,476 2,688	980 3,548	19	909 18 2,571 04		885 1,003
27 28 29	125 00	89 50 126 00	129 129	2,763 3,760	$\frac{3,572}{4,350}$	$\begin{array}{c} 21 \\ 20 \end{array}$	1,934 89 3,701 73		624 2,761
30	• • • • • • • • • •	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	234 121	1,954 2,489	1,776		1,404 52 1,960 66	20 00	4,000 1,041
31 32	2 92	57 50 25 00	135 160	1,473 2,208	2,964 2,747		1,206 15 1,543 62		1,700
33 34	13 84	56 25 25 00	136 109	522 1,315	1,997 1,489		483 93 992 38		250 200
35 36	65 63 78 75 11	$\begin{array}{ccc} 7 & 00 \\ 50 & 50 \\ 125 & 00 \end{array}$	86 96	2,090	1,583	11	401 61 1,425 29	65 80	600
37 38		$\begin{array}{cccccccccccccccccccccccccccccccccccc$	190 107	2,830 1,427	5,732 2,116	12	9,196 86 1,090 32	94 91	200
39 40	80 00	$ \begin{array}{cccc} 100 & 00 \\ 25 & 00 \\ 72 & 00 \end{array} $	190 93	3,019	4,884 354	27	2,302 75 516 38	04 01	$\frac{3,016}{150}$
41	14 30 31 30	$\begin{array}{ccc} 72 & 00 \\ 15 & 00 \end{array}$	$\frac{76}{107}$	2,440 2,682		14	2,144 01 $2,253 30$	40.00	650
44	2 00	31 50	$103 \\ 120 \\ 117$	1,394 2,918	5,893	·····i2	857 61 2,206 11	$\begin{array}{cccc} 40 & 00 \\ 34 & 00 \end{array}$	480 427
45 46			117 76	1,917 1,131	114		1,432 12 970 71		$\frac{90}{400}$
47	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	100 47	111 84	3,013 3,217	2,075		2,344 20 2,037 35	19.00	380 3,516
49 50	87 90	168 47 10 00	291	4,388 259	16,180 96	39	2,843 27 171 00	13 00	5,260 301
51 52	$ \begin{array}{ccccccccccccccccccccccccccccccccccc$	97.50	66 78	1,728 1,811	2,701	4 7	907 25 793 12	15 00	1,200
53 54	46 61 13 78	37 50 19 50	$\begin{array}{c} 109 \\ 65 \\ \end{array}$	2,657 1,673	1,499 1,689		1,968 84 1,147 93	291 90	500
_55	******	6 70	38	1,200	1,005	•••••	,		129

^{*} Not reported.

TABLE B.—Receipts, Expenditures, Cost of Maintenance, Assets and for the year ending

				Receipts.				ri
Number.	PUBLIC LIBRARY ASSOCIATIONS.	Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.	Expenditure.	Balance on hand
56	Dalhousie	\$ e.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$_c.
57 58 59	(McDonald's Cor.) Depot Harbour Dorchester Drumbo Dryden	19 08 11 35 47 13	50 00	65 80 29 20 59 50	2 54 38 07 119 07 8 29	2 54 122 95 159 62 164 92	1 06 92 96 118 80 163 73	1 48 29 99 40 82 1 19
61 62 63 64 65 66 67 68 69	Duart. Dundas. Dunnville. Dungannon. Dunvegan Durham Dutton Easton's Corners. East Toronto	110 78 186 85 26 92 45 31 45 33 51 52 28 58 119 74	96 00 35 00 5 00 50 00 100 00	9 75 107 25 105 10 41 35 23 50 80 91 40 75 28 00 44 80	19 91 202 78 9 07 96 28 85 159 01 29 22 40 39	29 66 961 67 397 02 104 23 73 81 205 09 351 28 85 80 204 93	29 66 894 22 394 62 104 23 69 19 203 90 242 67 32 20 107 24	67 45 2 40 4 62 1 19 108 61 53 60 97 69
71 72 73 74 75 76 77	Elmvale Elmwood Elphin Embro Ennotville Ethel Fenelon Falls Fergus	58 74 48 76 49 52 61 17 45 44 113 61	85 00 25 00 30 00 125 00	48 35 12 73 62 75 15 50 10 00 92 00 63 50	10 35 7 64 9 70 91 95 81 08 30 88 244 70 821 14	$ \begin{array}{ccccc} 117 & 44 \\ 104 & 13 \\ 9 & 70 \\ 289 & 22 \\ 182 & 75 \\ 70 & 88 \\ 507 & 14 \\ 998 & 25 \end{array} $	116 63 80 81 5 00 219 97 141 75 36 15 270 71 178 70	81 23 32 4 70 69 25 41 00 34 73 236 43 819 55
78 79 80 81 82 83 84 85	Fonthill Forester's Falls Fort Erie Fort Frances Frankford Gananoque Glen Morris Gore's Landing	46 69 28 99 23 85 50 39 28 00 119 55 21 73 30 00		28 25 32 50 22 25 92 50 42 00 209 83 23 10 23 25	53 15 33 26 72 25 173 50 236 89 202 19 41 85 23 59	178 09 109 75 218 35 441 39 356 89 781 57 146 68 76 84	170 35 109 16 185 20 332 60 227 67 741 92 121 50 19 00	7 74 59 33 15 108 79 129 22 39 65 25 18 57 84
87 88 89 90 91	Gorrie Grafton Halleybury Haliburton Harrington Harrow Hastings Hawkesville	8 40 66 75 70 27 40 89 38 32 22 20 11 47	35 00 20 00 105 00 35 00	25 00 17 00 80 00 27 25 14 50 84 03 93 75 9 25	44 08 44 10 497 62 23 78 29 73 35 37 57 00 16 89	97 48 127 85 647 89 126 92 64 23 262 72 207 95 37 61	97 48° 111 25 520 54 87 66 64 23 188 56 146 53 35 37	16 60 127 35 39 26
94 95 96 97 98 99	Highland Creek Hillsdale Holstein Honeywood Huntsville Inglewood Inwood	11 52 61 18 59 47 62 85	10 00 175 00 22 50	6 50 31 50 32 00 13 75 77 25 17 00 46 20	10 78 14 65 35 80 24 83 55 04	28 80 107 33 127 27 48 58 370 14 17 00 128 47	28 80 79 07 121 35 43 92 306 47 17 00 119 37	28 26 5 92 4 66 63 67
101 102 103 104 105 106	Islington Jarvis. Kars Kemble Kingston Kinmount Kintore	53 11 23 54 30 34 61 09 21 60	25 00 25 00 500 00 50 00 50 00	43 73 53 35 20 00 29 00 291 75 23 25 49 75	2 07 31 73 75 24 71 90 160 35 13 20 100 70	123 91 108 62 95 24 131 24 1,013 19 108 05 200 45	119 57 122 00 98 92 69 77 123 17 951 39 108 05 133 76	1 91 9 70 25 47 8 07 61 80
108 109 110	Kirkfield	55 66 23 66	50 00 10 00 5 00	23 70 46 00 25 00 31 50	31 42 2 94 28 16 25 04	160 78 82 60 53 16 69 53	112 13 78 38 46 53 56 01	48 65 4 22 6 63 13 52

Liabilities, Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1909.—Continued.

Sec. Sec.		Mainte	enance.	members.	nes	nes				
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Number.	Rent, light and heating.	Salaries.		Number of volumes in library.	Number of volumes issued.	Number of newspapers and magazines.	Assets.		Population as reported.
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$		\$ c.	\$ c.					\$ c.	\$ c.	
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	578 598 600 611 622 636 644 655 666 677 717 727 758 808 812 828 844 855 866 991 902 905 907 1001 1002 1000 1000 1000 1000 1000 10	2 259 97 104 65 3 11 87 3 00 10 00 10 00 10 10 00 10 10 10 10 151 10 29 42 12 31 10 19 00 1	25 00 20 00 20 00 20 00 20 00 364 00 75 00 41 35 10 00 51 60 20 00 50 00 50 00 20 00 20 00 20 00 45 00 50 00 146 00 50 00 146 00 15 25 107 00 16 00 26 13 32 50 10 00 27 00 43 75 40 00 50 00 15 00 270 08 44 00 25 00 25 00 25 00	112 101 70 39 153 170 146 100 158 50 51 106 110 35 101 150 151 102 50 57 200 73 79 50 88 80 109 75 113 84 81 81 84 81 166 103 133 36 64 51 106 64 51 106 82 53 91 112	599 1,417 1,757 1,757 848 1,942 8,415 3,855 2,021 4,069 2,326 1,249 1,614 1,946 1,054 3,766 1,521 4,194 5,604 4,609 2,669 1,138 2,613 1,260 1,964 1,267 1,068 1,263 1,263 1,260 1,964 1,267 1,068 1,263 1,366 1,590 567 3,585 1,363 1,366 1,590 567 3,585 1,833 706 2,160 3,275 1,623 1,91 1,907 792 2,109 708	1,727 2,448 * 1,149 5,409 9,272 2,271 421 4,839 3,566 852 3,655 2,401 1,064 2,966 5,020 1,182 1,487 3,227 8,267 1,384 980 1,273 674 1,821 1,040 3,694 2,200 1,275 6,421 1,040 3,694 2,200 1,275 6,421 1,050 1,629 1,555 2,504 1,607 7,11 1,156 39,560 2,926 918 1,544 1,544 1,544 1,544 1,544	32 11 29 12 11 5 32 17 13 42 11 22 14	500 00 599 90 772 82 1,509 85 765 66 1,015 00 6,783 14 2,052 40 406 63 1,22 31 1,996 57 1,009 74 1,470 72 1,139 78 200 00 4,805 90 3,271 00 3,271 00 939 73 3,361 43 7,019 55 2,157 78 2,157 18 2,096 12 2,952 79 381 28 2,285 15 1,204 39 1,319 00 571 06 694 13 706 26 500 00 710 06 514 63 431 64 1,359 84 1,364 70 1,40 86 1,4	32 72 32 72 32 72 35 00 4 30 36 11 35 00 7 50 1 11 130 00	** \$\begin{array}{c} \pmu_1,457 & 900 & 600 & 600 & 750 & 170 & 3,947 & 2,833 & 300 & 75 & 1,614 & 900 & 300 & ** \$\begin{array}{c} \pmu_2,\pmu_3,\pmu_2,\pmu_3,\pmu_2,\pmu_3,\pmu_2,\pmu_3,\pmu_3,\pmu_2,\pmu_3,\

^{*}Not reported. †Population of townships.

TABLE B.—Receipts, Expenditures, Cost of Maintenance, Assets and for the year ending

	i						
PUBLIC LIBRAR ASSOCIATIONS.	Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.	Expenditure.	Balance on hand
112 Little Britain 113 Lucknow 114 Lyn. 115 Lynden 116 Madoc. 117 Mallorytown 118 Manilla 119 Manotick. 120 Maple 121 Markham 122 Marksville 123 Matilda (Iroquois) 124 Meaford 125 Melbourne 126 Middleville 127 Mildmay 128 Millgrove 129 Milton 130 Minden 131 Monkton 132 Mono Centre 133 Mono Mills 134 Mono Road. 135 Morrisburg 136 Morriston 137 Mount Albert 138 Mount Brydges 139 Nahticoke 140 Napanee 141 Newburgh 142 New Dundee 143 New Durham 144 New Hamburgh 145 Newington 146 Niagara 147 Norland 148 North Gower 149 North Toronto 150 Norwich 151 Norwood 152 Oakville 153 Oakwood 154 Odessa 155 Omemee 156 Orillia 157 Orono 158 Otterville 159 Owea Sound 160 Pakenham 161 Peterborough 162 Pickering 163 Plattsville 164 Port Arthur	8 97 88 15	50 00 225 00 10 00 	\$ c. 22 90 23 20 43 00 41 50 55 35 68 85 16 80 19 00 10 00 75 00	\$ c. 27 07	\$ c. 155 7.7 257 17 166 60 80 50 123 21 185 640 70 69 22 20 258 34 15 00 24 44 708 26 68 42 38 24 127 28 31 54 181 24 76 95 51 29 16 60 14 19 55 42 319 10 68 56 102 97 52 95 43 12 1,048 41 112 55 87 77 26 70 166 70 128 04 71,048 41 112 55 86 86 86 87 1,086 87	\$ c. 155 77 237 47 161 56 75 10 121 344 183 17 323 97 70 69 20 00 184 64 15 00 10 70 613 42 68 15 33 113 61 20 79 164 85 74 70 42 55 15 92 4 00 55 15 319 10 55 15 319 10 55 15 319 10 55 2 45 24 66 803 81 112 55 45 80 24 33 138 70 28 33 350 92 52 94 79 83 311 70 28 33 350 92 52 94 79 83 311 70 28 33 350 92 52 94 79 83 311 70 28 37 18 38 31 38 78 700 94 87 88 28 00 425 75 119 14 1,215 76 120 50 1,546 98	\$ c

Liabilities, Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1909.—Continued.

	Mainte	enance.	nbers.	ımes	ımes	and			
Number.	Rent, light and heating.	Salaries,	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers an magazines.	Assets.	Liabilities.	Population as reported.
120 121 122 123 124 125 126 127 130 131 132 133 134 135 136 137 142 143 144 145 146 151 152 153 154 155 156 157 157 158 158 158 158 158 158 158 158 158 158	47 25 39 00 16 00 16 00 225 00 5 00 3 75 84 18 00 4 50 81 15 1 00 57 25 50 00 16 04 20 00 30 75 6 05 24 16 50 15 175 38 35 00	11 75 9 00	122 206 52 100 118 101 103 64 20 200 16 44 119 63 181 108 120 17 19 60 124 75 100 67 104 213 100 55 51 100 22 131 * * * * * * * * * * * * *	4,488 3,422 286 1,390 2,776 1,609 3,724 1,830 * 3,574 871 546 3,343 1,092 730 2,380 605 3,740 1,511 1,503 422 611 1,945 3,149 1,533 861 930 2,134 6,027 2,150 906 1,043 3,541 823 6,663 661 2,140 697 2,282 2,452 4,429 1,806 1,282 1,005 5,263 1,497 922 6,734 669 11,317 2,273 1,818 3,796	*,443 1,214 9,754 5,186 462 284 1,128 4,462 2,362 936 1,311 4,048 1,405 3,736 7,766 1,688 13,182 1,239 855 245 3,949 1,262 7,712	14 	4,646 80 1,058 67 1,083 74 172 68 420 19 1,305 69 1,475 00 808 14 645 12 810 50 1,502 47 4,985 98 1,326 24 572 99 554 06 2,521 67 1,933 79 6,063 81 500 62 840 21 1,129 96 3,059 10 1,130 67 2,300 00 2,789 34 5,885 98 1,266 80 5,127 75 559 57 13,693 02 1,272 33 1,148 06	9 30 51 69 18 93 25 00 18 00 145 65 52 80 25 55 64 74 2,305 2,305 2,500 8 57 18 4 62 7 60 00 2 25 8 25 00 1 2 25 1 3 25 1 4 62 1 6 2 25 1 3 25 1 4 62 1 6 2 25 1 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	271 1,200 450 300 1,037 300 200 375 250 1,000 400 * 3,000 2,50 1,500 1,200 1,800 2,513 350 38 250 * 1,586 * * * * * * * * * * * * * * * * * * *

*Not reported.

TABLE B.—Receipts, Expenditures, Cost of Maintenance, Assets and for the year ending

								or chang
				Receipts.				
Number.	PUBLIC LIBRARY ASSOCIATIONS.	Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.	Expenditure,	Balance on hand
166 PP 168 PP 170 PR 171 RR 172 RR 174 RR 175 RR 1778 RR 1778 RR 1778 RS 181 SS 181 SS 181 SS 182 SS 183 SS 184 SS 184 SS 184 SS 185 SS 185 SS 185 SS 186 SS 199 SS 196 SS 196 SS 196 SS 197 SS 196 SS 197 SS	ort Credit ort Dover ort Hope ort Perry ort Stanley rinecton ichmond idgetown ipley iversdale ockwood omney unnymede ussell altfleet(StonyCreek) ault Ste. Marie. carborough cotland hetland inghampton mithville outh Mountain outh River parta peedside pringfield trathroy t. George t. Helen's underland utton ydenham avistock eeswater heamesville hedford hornbury illsonburg oronto Junction ottenham rout Creek weed inderwood indervood inde	\$ c. 26 54 57 63 44 88 66 66 26 78 54 98 67 26 05 18 00 16 26 44 76 70 60 59 85 247 00 45 46 17 41 33 15 59 64 20 98 47 70 63 16 150 75 47 59 30 66 27 14 95 92 56 66 120 09 51 74 26 53 9 72 37 76 67 29 119 13 117 07 30 31 29 94 45 57 42 00 76 74 72 39 33 43	\$ c. 20 00 10 00 25 00 20 00 25 00 10 00 25 00 10 00 25 00 10 00 25 00 100 00 25 00 12	\$ c. 38 03 64 65 137 50 57 00 45 60 18 15 34 75 84 90 17 50 27 60 36 50 69 00 176 29 61 75 34 65 33 75 53 25 14 50 44 00 39 50 57 00 14 75 24 25 8 25 173 25 59 90 62 56 88 50 64 30 87 00 52 00 24 75 47 00 129 30 23 50 27 5 90 00 14 00 30 00 95 00 13 10	\$ c. 24 72 176 49 50 21 37 60 6 44 43 14 94 84 84 86 9 16 32 19 17 52 37 104 95 38 81 14 93 63 39 22 11 81 306 04 61 11 103 32 13 30 169 26 157 51 160 33 5 64 18 46 81 14 220 74 255 39 49 00	\$ c. 109 29 308 77 232 59 301 26 103 82 111 29 35 33 326 01 213 39 43 44 97 60 125 96 69 50 224 99 17,742 46 159 58 157 01 52 56 86 87 60 96 38 60 147 25 105 68 132 56 35 27 635 81 472 63 3140 73 119 30 264 24 132 52 447 85 261 81 374 07 84 17 77 93 286 90 742 33 1,064 69 49 00 2 77 274 75 135 78 103 87 140 62 204 53 2268 36 81 23	\$ c. 102 10 151 01 223 38 296 50 92 96 79 08 30 04 282 58 128 40 41 73 97 60 121 19 58 85 212 84 159 50 136 33 43 46 77 31 60 43 38 60 146 31 105 49 113 17 63 08 124 35 132 02 25 00 602 76 292 88 123 86 119 30 212 81 132 52 377 70 3 158 42 77 03 158 42 77 03 158 42 742 33 474 01 49 00 2 75 235 58 86 56 100 19 140 00 102 16 72 69 264 28 37 20	\$ c. 7 19 157 76 9 21 4 76 10 86 32 21 5 29 43 43 84 99 1 71 4 77 10 65 12 15 29 17 209 08 20 68 9 10 9 56 53 44 05 9 16 32 33 54 10 27 33 05 179 75 16 87 51 43 50 68 16 28 90 128 48 590 68 39 17 49 22 3 68 40 90 128 48 408 44 03

Liabilities, Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1909.—Continued.

	Mainte	enance.	members.	volumes	Number of volumes issued,	and			
	nt ting.		f me	f vo	f vol				
ber.	Rent, light and heating	ies.	Number of	Number of vin library.	er o	Tumber of newspapers magazines.	τô	Liabilities	Population as reported.
Number.	tent, and	Salaries.	nm	uml n li	Vumber issued.	Number newspar magazin	Assets.	abil	pula s rej
2	15	202	Z	Z.,	Z	Z H H	A.	i i	a Do
165	\$ c. 12 60	\$ c. 22 00	120	2 012	1 070		\$ c.	\$ c.	
166 167	50 00 59 45	150 00	113	2,013 1,158	1,978 2,285	25	1,372 84 1,130 86	100 00	900
168	81 35	100 00	150 137	4,795 2,476	2,476 2,840	34 27	3,750 00 1,229 76		4,782 1,300
169 170		$\begin{array}{ccc} 40 & 00 \\ 24 & 00 \end{array}$	130 43	$\frac{1,530}{2,103}$	2,233 833		1,085 86 1,532 21		722 250
171 172	$\begin{array}{ccc} 5 & 00 \\ 27 & 76 \end{array}$		90 158	1,595 4,450	962 4,161	28	1,231 94 5,226 43	24	443 4,161
173 174	5 35	$65 00 \\ 10 00$	101 109	* 1,178	$4,160 \\ 1,505$		1,429 99 839 92		2,883
175 176	29 00	37 45	85 103	1,900 2,934	2,204 1,706	17	556 00 2,324 88		* 1,757
177 178	15 00	66 00	57 110	$\frac{260}{2,057}$	109 3,117	24	110 65 3,062 15		2,000
179 180	266 23	15 00 563 25	128 565	1,641 2,060	2,602 20,940	28	1,550 24		3,170 3,170
181 182	1 50 30 63	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	77 102	5,896 1,475	2,660 1,301		2,080 08 2,800 08		8,653 3,663
183 184	•••••	$ \begin{array}{cccc} 26 & 70 \\ 10 & 00 \end{array} $	26	1,591	614		1,099 52 1,046 70	86 69	450 300
185 186	• • • • • • • • • • • • • • • • • • • •	20 00	* 102	1,713	* ,810		899 88 50 65		350 250
187	56 54	20 00	29 125	1,464	5,276		$\begin{array}{c} 224 & 00 \\ 1,144 & 00 \end{array}$	1 54	* 400
188 189	61 30	25 00	132 112	5,086 761	2,014 8,230		4,485 40 588 84		1,732 500
190 191	20 00	30 08 30 00	* 77	$\frac{1,184}{2,569}$	2,704 2,353		1,061 93 2,033 89	139 00	556 307
192 193	40	$ \begin{array}{ccc} 16 & 00 \\ 25 & 00 \end{array} $	$\begin{array}{c} 107 \\ 39 \end{array}$	839 1,777	1,406 881		664 88 1,225 27		450 480
194 195	124 28 92 08	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	243 131	7,303 5,074	$\frac{31,665}{3,992}$	23 15	6,483 05 5,963 86	39 89	2,916 750
196 197	14 53 32 30	$\frac{40}{31} \frac{00}{00}$	112 115	2,310 2,123	1,250 1,086		1,222 87 1,625 00		62 650
198 199	21 32	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	65 69	660 1,300	2,716 3,268	10 16	526 43 756 56	20 00	671
200 201	65 00 89 24	47 50 60 00	117 163	4,308 4,339	4,902 3,409	23 12	2,425 07		1,776 1,028
202 203	9 00	$100 \ 00$ $25 \ 00$	130	3,560	2.629	19	3,310 65		875 892
204	20 00	5 00	104 135	2,514 1,577	3,899 2,340		1,233 28 565 90	18 46	600 900
205 206	50 00 90 22	$ \begin{array}{ccc} 50 & 00 \\ 125 & 00 \end{array} $	$\begin{array}{c} 106 \\ 180 \end{array}$	2,096 3,627	2,305 6,095	16 19	$\frac{1,187}{2,400}$ $\frac{78}{00}$		1,493 2,647
207	24 00	$ \begin{array}{cccc} 194 & 08 \\ 25 & 00 \end{array} $	$\frac{200}{164}$	3,827 2,459	3,337	* 59	3,390 68	*	*
209 210	28 50	2 75 29 25	$\begin{array}{c} 11 \\ 195 \end{array}$	1,847 1,180	545 $4,764$. 4	* 851 17		**************************************
211 212	•••••	$\begin{array}{ccc} 30 & 00 \\ 20 & 00 \end{array}$	64 105	2,832 1,095	1,762 $1,636$		1,286 68 788 68		82 400
213 214	81	$\begin{array}{ccc} 50 & 00 \\ 20 & 00 \end{array}$	$\begin{array}{c} 77 \\ 112 \end{array}$	1,641 2,925	1,645 1,383		1,393 33 2,482 34		1,607
215 216	********	100 00	133 116	818 3,648	1,065 $3,693$	1 17	902 58	96 08	1,500 3,060
217	16 00	20 00	72	1,287	1,540	6	411 53		250

TABLE B.—Receipts, Expenditures, Cost of Maintenance. Assets and for the year ending

-									
Number.	PUBLIC LIBRARY ASSOCIATIONS.	Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.	Expenditure.	Balance on hand	
219 220 221 222 223 224 225 226 227 228 229	Wardsville	55 64 131 18 61 10 47 54 69 30 19 36 29 66	35 00 35 00 100 00 200 00 60 00 25 00	\$ c. 32 62 31 75 38 28 7 50 84 40 17 50 49 50 88 53	72 09 329 65 38 214 12 99 08 54 18 81 56 31 93 98 74 104 56 91 05	101 28 138 84 458 57 107 88 629 70 177 68 211 22 264 39 31 93 175 10 201 34 147 15	93 14 114 71 190 69 95 77 397 35 173 51 199 31 212 74 8 00 79 75 201 34 91 90	4 11 51 23 95	c. 14 13 88 11 35 17 91 65 93 35 25 18
	Totals	9.386 66	13.830 35	10.902 24	15.918 44	50.037 69	40.572 88	9.464	81

A LIBERAL EDUCATION DEFINED.

"That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of Nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of Nature or of Art, to hate all vileness, and to respect others as himself.

"Such an one and no other, I conceive, has had a liberal education; for he is, as completely as a man can be, in harmony with Nature. He will make the best of her, and she of him. They will get on together rarely; she as his ever beneficent mother;

he as her mouthpiece, her conscious self, her minister and interpreter.'

THOMAS HENRY HUXLEY.

Liabilities, Books and Circulation, Membership, etc., of PUBLIC LIBRARY ASSOCIATIONS 31st December, 1909.—Concluded.

	Mainte	enance.	ibers.	ımes	volumes	\$			
Number.	Rent, light and heating.	Salaries,	Number of members.	Number of volumes in library.	Number of voluissued.	Number of newspapers and magazines.	Assets.	Liabilities.	Population as reported.
218 219 220 221 222 223 224 225 226 227 228 229 230	23 75 30 50 15 50 8 75 12 65 2 01 1 00 120 00	\$ c. 35 00 43 32 83 52 99 96 18 34 62 00 52 00 4 00 101 00 25 00 \$11,199 30	139 80 80 96 226 112 144 147 117 126 * 50 102 24,563	1,465 1,246 1,830 1,442 4,837 2,199 3,269 3,654 717 2,039 1,044 2,190 2,452 492,470	3,378 439 4,355 3,311 6,603 2,514 5,445 6,639 1,070 2,272 5,076 1,469 1,716 664,716	27 26 12 5 17	712 11 5,464 85 1,676 14 2,461 91 2,401 65 283 95 1,821 67 1,142 31	61 25 25 25	300 600 700 1,137 4,448 590 1,593 2,269 * 350 1.128 562 405

^{*} Not reported.

EDUCATION AND INTELLECT.

"That perfection of Intellect, which is the result of Education, and its beau ideal, to be imparted to individuals in their respective measures, is the clear, calm, accurate vision and comprehension of all things, as far as the finite mind can embrace them, each in its place, and with its own characteristics upon it. It is almost prophetic from its knowledge of history; it is almost heart-searching from its knowledge of human nature; it has almost supernatural charity from its freedom from littleness and prejudice; it has almost the repose of faith, because nothing can startle it; it has almost the beauty and harmony of heavenly contemplation, so intimate is it with the eternal order of things and the music of the spheres."

From The Idea of a University,

JOHN HENRY, CARDINAL NEWMAN, 1852.



Toronto Reference Library. Reading Room.



Riverdale, Toronto, Branch Library. Stack Room.

I. Public Libraries—Free.

The following statistics are taken from the annual reports for the year ending 31st December, 1909. (For details see Table A.)

1.	Classification	of	FREE	Libraries	Reporting.
----	----------------	----	------	-----------	------------

	with reading rooms	
	-	
Total		131

2. FREE Libraries—Receipts and Balances on hand.

The total receipts	of 131	Free	Libraries	 \$	259,115 90)
Balances on hand				 	33,373 18	}

3. Free Libraries—Expenditure.

The total expenditure of 131 Free Libraries\$225,742 72

4. FREE Libraries—Assets and Liabilities.

Assets of	131	Free Lib	raries	 \$%	2,176,549 4	10
Liabilities	of	131 Free	Libraries	 	192,373 7	79

5. Number of Readers in FREE Libraries.

Free Libraries report having had 196,034 readers.

6. No. of Volumes in FREE Libraries and No. of Volumes issued.

Number of	volumes	in 131	Free Libraries	844,133
Number of	volumes	issued	in 131 Free Libraries2,	641,676

7. Reading Rooms in FREE Libraries.

99 Free Libraries reported having reading rooms.

101 Free Libraries subscribed for 4,914 newspapers and periodicals.

II. Public Libraries—Association.

The following statistics are taken from the annual reports for the year ending 31st December, 1909. (For details see Table B.)

December, 1909. (For details see Table B.)
1. Classification of Association Libraries Reporting.
Libraries with reading rooms
Total
2. Association Libraries—Receipts and Balances on hand.
The total receipts of 230 Libraries were
3. Association Libraries—Expenditure.
The total expenditure of 230 Association Libraries was
4. Association Libraries—Assets and Liabilities.
Assets of 230 Libraries
5. Number of Members in Association Libraries and No. of
234 Libraries have 24,563 members.
6. No. of Volumes in Association Libraries and No. of Volumes Issued.
Number of Volumes in 230 Libraries
7. Reading Rooms in Association Libraries.

- 83 Libraries reported having reading rooms.
- 7 Libraries reported having periodicals for circulation.
- 90 Libraries subscribed for 1,690 newspapers and periodicals

TABLE "C"

Includes every Public Library, FREE LIBRARIES and LIBRARY ASSOCIATIONS in the several counties in the Province on the 1st December, 1910, alphabetically arranged:—

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION."

Counties and	Cities, Towns and	Counties and	Cities, Towns and
Districts.	Villages.	Districts.	Villages.
goma	Bruce Mines.	Durham	Bowmanville.
"	Chapleau.	46	Millbrook.
66	Marksville.	46	Orono.
66	Port Arthur.	66	Port Hope.
6	Rat Portage (Kenora).	Elgin	Aylmer.
66	Sault Ste. Marie.		Bayham.
66	Schreiber.	66	Dutton.
66	Thessalon.	66	Port Stanley.
66	Victoria Mines.	66	Rodney.
ant	Brantford.	66	St. Thomas.
16.	Burford.	66	Shedden.
56	Glenmorris.	6	Sparta.
46	New Durham.	66	Springfield.
"	Paris.	Essex	Amherstburg.
66	Scotland.	64	Comber.
46	St. George.	66	Essex.
cuce	Bervie.	46	Harrow.
(6	Cargill.	66	Kingsville.
66	Chesley.	66	Leamington.
66	Elmwood.	.6	Walkerville.
"	Kincardine.	66	Windsor.
66	Lucknow.	Frontenac	Garden Island.
66	Mildmay.	66	Kingston.
66	Paisley.	66	Sydenham.
66	Pinkerton.	Glengarry	Dunvegan.
"	Port Elgin.	66	Lancaster.
66	Ripley.	66	Maxville.
	Riversdale.	44	Williamstown.
66	Southampton.	Grenville	Cardinal.
66	Teeswater.	66	Easton's Corners.
66	Tara.	46	Kemptville.
66	Underwood.	66	Merrickville.
14	Walkerton.	66	Oxford Mills.
	Westford.	68	Prescott.
	Wiarton.	Grey	Ayton.
rleton	Carp.	66	Badjeros.
	Corkery.	"	Chatsworth.
********	Kars.	46	Clarksburg.
66	Manotick.	46	Dromore.
*********	Metcalfe.	"	Durham.
*********	North Gower.	66	Dundalk.
	Ottawa.	66	Holstein.
***********	Richmond.	66	Kemble.
ifferin	Grand Valley.	66	Hanover.
**********	Honeywood.		Lake Charles.
14	Mono Centre.	66	Markdale.
66	Orangeville.	46	Meaford.
*********	Relessey.		Owen Sound.
"	Shelburne.	66	Priceville.
ındas	Chesterville.		Singhampton.
************	lroquois.	66	Thornbury.
	Matilda (Iroquois P.O.)	Haliburton	Haliburton.
	Morrisburg.	** ***	Minden.
66	South Mountain.	Haldimand	Caledonia.
64	Winchester.		

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE "C"—Continued.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Haldimand	Cayuga.	Lanark	Allan's Mills.
66	Cheapside.	`66	Almonte.
	Dunnville.	66	Carleton Place.
6	Hagersville.	66	Dalhousie (McDonald's
	Jarvis.		Corners P.O.)
	Nanticoke.		Elphin.
*******	Victoria (Caledonia).	*********	Lanark.
dalton	Acton. Burlington.	*********	Middleville.
66	Georgetown.	"	Pakenham. Perth.
66	Milton.	66	Poland.
66	Oakville.	66	Smith's Falls.
Hastings	Belleville,	66	Watson's Corners.
	Deseronto.	Leeds	Brockville.
* * * * * * * * * * * * * * * * * * * *	Frankford.	66	Ganancque.
66	Madoc.		Lyn.
*********	Marlbank.	66	Mallorytown.
*********	Stirling.	66	Westport.
*********	Trenton. Tweed.		Camden East.
Huron	Auburn.	Lennox & Adding'n.	Odessa.
66	Brucefield.	66 66	Bath.
66	Blyth.	•6 65	Napanee Mills (Strat)
66	Brussels.	•	cona P.O.)
66	Clinton,	66 68	Newburgh.
********	Dungannon.	Lincoln	Abingdon.
	Ethel.	66	Beamsville.
66	Exeter.	66	Grantham (St. Cathar
* * * * * * * * * * * * * * * * * * * *	Goderich.		ines P.O.)
**********	Gorrie.	66	Merritton.
66	Hensall.	66	Grimsby.
66	Seaforth. St. Helen's.		Niagara.
66	Walton.	66	Smithville.
66	Wingham.	Manitoulin	St. Catharines. Cockburn Island.
66	Wroxeter.	""	Gore Bay.
\mathbf{K} ent	Blenheim,	"	Little Current.
************	Bothwell,	66	Manitowaning.
**********	Chatham.	Middlesex	Ailsa Craig.
66	Duart.	44	Belmont.
**********	Tilbury.	********	Coldstream.
	Ridgetown.		Dorchester.
66	Romney.	*******	Glencoe.
£6	Thamesville. Wallaceburg.		Komoka.
Lambton	Arkona.		London.
66	Alvinston.	******	Lucan. Melbourne.
	Brigden.	66	Mt. Brydges.
66	Bunyan.	66	Newbury.
********	~ 3 3 4	"	Parkhill.
********	Copleston.	66	Strathroy,
*********	Forest.		Wardsville.
*******	Inwood.	Muskoka	Bracebridge.
66	Oil Springs.	66	Baysville.
66	Petrolea.	66	Gravenhurst.
*******	Point Edward.	66	Huntsville.
*******	Sarnia. Shetland.	*******	Port Carling.
	Thedford,	Nipissing	Copper Cliff.
	inculvia.		Haileybury.
	Watford.		Millview.

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE "C"—Continued.

Counties and	Cities, Towns and	Counties and	Cities, Towns and
Districts.	Villages.	Districts.	Villages.
			, 111mg ob 1
	the state of the s		
Nipissing	Sturgeon Falls.	Perth	Milverton.
11 pissing	Thornloe (New Lis-	1 CI UII	Monkton.
	keard P.O.)	66	Mitchell.
Norfolk	Bloomsburg.	6	Shakespeare.
"	Delhi.	66	St. Mary's.
66	Port Dover.	66	Stratford.
66	Port Rowan.	Peterborough	Hastings.
66	Simcoe.	66	Lakefield.
es	Waterford.	66	Norwood.
Northumberland	Brighton.	66	Peterborough.
f6	Campbellford.	Prescott	Hawkesbury.
56	Cobourg.	66	Vankleek Hill.
66	Cold Springs.	Prince Edward	Picton.
66	Colborne.	Rainy River	Dryden.
****	Gore's Landing.	66	Fort Frances.
"	Grafton.	Renfrew	Admaston.
	Warkworth.	********	Arnprior.
Ontario	Beaverton.	66	Cobden.
66	Brooklin.	66	Douglas.
66	Cannington.	*******	Forester's Falls.
*********	Claremont.	66	Pembroke.
*********	Oshawa.	**	Renfrew.
*********	Pickering.		White Lake.
** ***********	Port Perry.	Russell	Russell.
	Sunderland.	Stormont	Avonmore.
* ********	Uxbridge. Whitby,		Cornwall.
0 0 1	Beachville.	Cimana	Newington.
Oxford	Brownsville.	Simcoe	Alliston.
.,	Drumbo.	66	Angus. Barrie.
66	Embro.	66	Beeton.
66	Harrington.	66	Bradford.
66	Ingersoll.	46	Coldwater.
66	Kintore.	66	Collingwood.
66	Plattsville.	66	Cookstown.
66	Norwich.	66	Creemore.
66	Otterville.	46	Elmvale.
66	Princeton.	66	Hillsdale.
66	Tavistock.	66	Lefroy.
66	Tillsonburg.	66	Midland.
56	Thamesford.	66	Orillia.
	Woodstock.		Penetanguishene.
Parry Sound	Burk's Falls.		Stayner.
66	Callender.	44	Sunnidale (New
*******	Depot Harbour.		Lowell P.O.)
66	Parry Sound.		Tottenham.
******	South River.	Thunder Bay	Fort William.
D1	Trout Creek.	Victoria	Bobcaygeon.
Peel	Alton.		Cambray.
66	Belfountain.		Fenelon Falls.
46	Bolton.		Kinmount.
**********	Brampton.		Kirkfield.
**********	Caledon.		Little Britain.
* ***********	Claude. Inglewood.	********	Lindsay.
Peel	Mono Road.		Manilla. Norland.
reel	Mono Mills.	Victoria	Oakwood.
66	Port Credit.		Omemee.
66	Streetsville.	66	Woodville.
Perth	Atwood.	Waterloo	Ayr.
66	Listowel.	waterioo	Berlin.
************	121.00011011		130111111

PUBLIC LIBRARIES, "FREE" AND "ASSOCIATION"—TABLE "C"—Continued.

Counties and	Cities, Towns and Villages.	Counties and	Cities, Towns and
Districts.		Districts.	Villages.
Waterloo "" "" "" Welland "" "" "" "" "" "" "" "" "" "" "" "" ""	Elmira. Galt. Hawkesville. Hespeler. New Dundee. New Hamburg. Preston. Waterloo. Wellesley. Bridgeburg. Fonthill. Fort Erie. Niagara Falls. Port Colborne. Ridgeway. Thorold. Welland. Alma. Arthur. Belwood. Clifford. Drayton. Elora. Erin. Ennotville, Fergus. Guelph. Harriston. Mount Forest. Palmerston. Rockwood. Speedside. Dundas. Hamilton. Millgrove. Lynden. Saltfleet (Stony Creek Waterdown. Aurora. Bracondale. Deer Park.	lows:— Free Libraries report Association Libraries Free Libraries not real Association Libraries Public Libraries in December, 1909 Totals Deer Park, Eas Junction libraries a Toronto Public Libraries in provisions of the Puat present included	Don. East Toronto. Highland Creek. Islington. King. Maple. Markham. Mount Albert. Newmarket. North Toronto. Queensville. Richmond Hill. Runnymede. Scarboro'. Schomberg. Stouffville. Sutton, W. Thornhill. Toronto. Toronto Junction. Unionville. Weston. Woodbridge. may be classified as fol- eting

WHAT THE DEPARTMENT OF EDUCATION HAS RECENTLY DONE FOR LIBRARY EXTENSION IN ONTARIO

The human tendency of every man—good, bad and indifferent—is too often to betray greater interest in what is *going* to be done for him than what has been done already. It is well sometimes to take stock of our blessings up to date.

During the early days of 1908, 23rd of April—St. George's Day—four gentlemen, a special committee appointed by the Ontario Library Association, interviewed the Minister of Education on the question of increasing the monetary aid previously extended to Public Libraries in the Province.

The following suggestions were submitted to the Minister by this com-

mittee:--

"(1) Re Distribution of legislative grant.

Suggested basis (a):-

Maintenance	\$50.00
Reading Room	15.00
Classification	
Half on books (up to \$300.00)	150.00
Half on magazines (up to \$100.00)	

- (b) Qualification of librarians to be recognized as basis for additional grants.
- (c) Cost of installing an approved classification to rank as if same money had been spent on books that year.
 - (2) Re qualifications of librarians:—
- (a) A course of study and examinations to be drawn up. Any one completing this course and taking prescribed examinations to be given a certificate by the Education Department, and this certificate to be recognized in connection with increase in grant.

(b) The Education Department to encourage attendance of librarians at

Library Training Schools as they are doing with teachers."

The Minister having taken these suggestions into deliberate consideration, and after consultation with the late Inspector Leavitt and others, amendments to the old Act of 1897 were drafted, and after a thorough thrashing out by the law clerks, and with the valuable help of the judges who formed the Board of Law Revision, the following basis for the distribution of the annual legislative appropriation was decided upon:

Maintenance	Nothing.
Reading Room	\$10.00
Classification and Cataloguing-50% of the cost of	
material purchased. Hence no fixed amount	
*Half expended on Books (up to \$400.00)	200.00
Half expended on Magazines (up to \$100.00)	50.00
	\$260.00

A cash maximum grant of \$260.00 against a maximum of \$275.00, as suggested by the Ontario Library Association.

*This \$200.00 on books was to be apportioned thus:—50% on amount expended on non-fiction and 45% of the above 50% to be allowed on fiction.

(b) No provision was made in the Act for recognition of the qualification of librarians as a basis for extra grant, but arrangements have since been made for establishing a Summer Library School in Toronto for the training of librarians, a



Windsor Old Public Library.



Windsor New Public Library.

proportion of whose expenses while taking a course might be in part defrayed by the Government and in part by the municipality, which in certain States of the United States is made compulsory. Certificates of efficiency after passing prescribed examinations to be issued by the Department, which might probably be recognized as a basis for an extra grant to those libraries employing certificated librarians.

(c) The principle that "the classification of a library should rank the same as if the money had been expended on books" has been adopted and amplified, for 50% of the cost on all cataloguing and classifying materials purchased is now allowed. In addition to which, and of far greater value than even the half cost of materials, the services of an expert Classifier and Cataloguer are given to any library free of expense, for the purpose of (1) introducing the Dewey Decimal System in any library making application; (2) the card cataloguing of all or a reasonable proportion of its books, and (3) giving free instruction to the local librarian.

The approximate cost of materials for a library, say of 4,000 books, would be about \$39.00, and the services of an outside professional expert if engaged, from \$5 to \$15 a day, besides the wages of qualified assistants. A total saving to a library of, say, 4,000 books of about \$125.00.

As to the Committee's suggestion for a "training school" for librarians (Section 2, paragraphs "a" and "b" as above), it has already been arranged for. (See my comments upon paragraphs "b" and "c" in Section 1.)

From the foregoing it will be seen that every one of the Committee's suggestions (except as regards "Maintenance") have not only been met by the Minister on a cash basis of \$260.00 as against \$275.00, but most valuable additional aid has been extended in the way of free services and the halving the cost of materials for classifying and cataloguing of far greater cash value than "\$10.00 for classification," as suggested by the Committee.

In addition to the preceding gratuities, a library can now earn a grant of from

\$5 to \$20 on its annual receipts, if these are not over \$500.

The Library can also obtain the services of a Departmental "Book-repairer and binder" free, in addition to the payment by the Department of half the cost of necessary materials used.

Also, and of still greater importance, the Minister has agreed to the payment in future of a maximum grant of \$25 towards the maintenance of any struggling, deserving library to be provided out of any unexpended residue of the appropriation, in accordance with the revised regulations now in the printer's hands.

The Minister of Education has also agreed to donate to small deserving libraries unable to buy more books, packages of from 25 and upwards of new but

slightly worn books from the Travelling Library stock.

The Minister also allotted in 1910 the sum of \$1,000 to be expended on technical books for loaning to any Public Library, for the special use of the resident artizans in certain industrial centres where no night schools or technical classes exist. The Minister of Education has also increased the grant to the Ontario Library Association, besides assuming payment of all the expenses connected with holding the Twelve Library Institutes every year, including the expenses of delegates, the printing of programmes, etc., formerly paid for by the Ontario Library Association.

The Minister of Education in 1909, to show his sympathy with library extension, also undertook to pay the expenses of the special committee of the Ontario Library Association that visited the United States for the purpose of finding out what steps the leading libraries in that country had taken to promote technical education. During the past year he also provided that the expenses of one representative from the Ontario Library Association to the Annual Convention of the American Library Association at Mackinac Island be paid by the Department.

The cost of editing, publishing and circulating a Quarterly Bulletin of Selected Books, containing about 400 titles, with a few pages of useful facts for the informa-

tion of library workers, is also borne by the Department of Education.

If any man desirous of reaching a just understanding of the exact position will trouble to read the foregoing record of what the Department of Education has done for the Public Library movement in Ontario during the past year, and the provision that has been made for the future; he cannot be other than surprised and satisfied at the liberality and concern displayed by the Minister of Education in the cause of library extension.

PAYMENT OF ANNUAL GRANTS

DIRECTIONS FOR FILLING IN THE ANNUAL REPORTS

New blank forms of Annual Reports of all Public Libraries have been prepared with a few changes, which it is hoped will make it easier for Secretaries, Treasurers, and Librarians, to fill in than formerly, and which,—as nothing impossible is asked for—must be entered up in accordance with instructions or good reasons given for non-compliance, for, otherwise they will have to be returned until correctly rendered. Much carelessness and indifference has been exhibited in this respect in the past by many library officials who at the same time are always ready to express surprise at the length of time sometimes taken to apportion their respective grants.

On page 1 of the blank reports the following additional information has been asked for (1) the Assessment of the municipality or township as near as can be ascertained. This will form a guide as to the ability of a municipality to contribute to the maintenance of a library, and the extent to which it might subscribe.

- (2) Under head of "Receipts" the balance brought over from the previous year must always be entered correctly. In many instances this has not been done. This previous year's balance is not taken into account when estimating the current year's receipts which must be less than \$500 in order to participate in the bonus as described in Section 23, sub-section 2, clauses, c, d, e, and f of the Public Libraries Act of 1909.
- (3) Under "Other Sources of Revenue" each item should be entered separately, and in the case of receipts from *entertainments*, &c., the net proceeds only should be shown.
- (4) In respect to the item "Salaries" under Expenditure it must be filled in separately, and not included in "Rent, etc.," as heretofore. The object of this is obvious.
- (5) Under the item of number of and amount expended on books of nonfiction and fiction, both for adults and juvenile, under "Expenditure"—right-hand top of page 1—each must be entered and extended separately, and must correspond in respect to number of books bought, to the number entered in columns Nos. 1 and 2 in "Number of Volumes Purchased." in the left-hand bottom corner of same page 1. There must be no grouping of "Juvenile" books with "Adults." The Inspector in making up the proportion of grant to which a library is entitled on account of books, includes, under the present Departmental ruling, fiction with nonfiction in the case of Juveniles.

- Page 2. (6) In the blank spaces for inserting the "number of hours and days of the week" on which Library and Reading Room are opened, on each dotted line utilized, the time must be clearly written; "ditto" and "ticks," such as "", having led to great confusion.
- (7) Under the head of "Newspaper and Magazines" purchased, only those actually purchased, not donated must be entered, and so correspond with the accounts and amounts charged for the same articles in the invoices.
- (8) The form of Declaration has been slightly changed in order that the share of responsibility resting on the Secretary and Treasurer and Librarian may be more fairly placed.
- (9) Nothing must be written in the lower space on page 3 which is reserved for the use of the Department.
- Page 4. (10) The invoices and receipts as hitherto called for in the last paragraph of page 4 must be made out in duplicate. The duplicate copies to be retained by the Secretary for reference.
- Page 5. (11) This page for making out the statement of Expenditure in detail on account of Books, &c., purchased, is now printed separately in order that it can be attached to and for ready filing with the Invoices.

These latter must, of course, show that the articles were bought and paid for during the current year, and received by the Librarian before December 31, whose signature must be attached.

Compliance with many of these essential and important provisions has frequently been omitted in the past. The co-operation of all interested is requested.

INSPECTION

"Reading without a purpose is sauntering, not exercise. More is got from one book on which the thought settles for a definite end in knowledge, than from libraries skimmed over by a reading eye. A cottage flower gives honey to the bee; a king's garden none to a butterfly."—Lytton.

While fewer libraries have been inspected than had been arranged for, the cancelling of some visits, owing to the accumulation of work, was unavoidable.

If present plans can be carried out, and now that I have obtained a fair insight into the field of work under my supervision and have mastered some of the more pressing problems, inspection can, I hope, be carried out on a more extended scale. Notwithstanding prevailing disabilities, the following libraries, in addition to those elsewhere enumerated, have also been visited and inspected since taking office:—

Amherstburg.
Aurora.
Beaverton.
Belleville.
Berlin.
Brantford.
Brockville.
Burford.
Chatham.
Collingwood.
Don.
Dundas.
Fort Frances.
Fort William.
Gananoque.
Hamilton.

Highland Creek.
Kenora.
Kingston.
London.
Lindsay.
Morrisburg.
Newmarket.
Niagara.
Niagara Falls.
North Bay.
Orangeville.
Oshawa.
Ottawa.
Penetanguishene.
Port Arthur.
Port Credit.

Port Hope.
Rainy River.
Runnymede.
Sarnia.
Sault Ste. Marie.
Stratford.
St. Catharines.
Thornhill.
Toronto.
Wallaceburg.
Walkerville.
Weston.
Woodstock.
Windsor.

As these and the others already referred to are situated in a territory bounded only by the extreme limits of the Province, it will be apparent that the ground



Fort William City Hall and Public Library.



Sault Ste. Marie Public Library.

covered in inspecting was of great area. The total distance travelled, including the United States, Mackinac and Kenora trips, on official work, during the year ended, exceeded twelve thousand miles.

On the Western tour to Port Arthur, the Rainy River* and Rat Portage country, I hoped to have organized one or more Library Institutes. While this was not done, the whole question was thoroughly gone into and future plans mapped out. It is hoped that next summer two additional Library Institute Districts will be established, one at North Bay, the other at Thunder Bay. Most successful meetings were held at North Bay, Sault Ste. Marie, Port Arthur, Fort William, Fort Frances and Kenora. I visited Rainy River immediately before the great forest fires swept the Minnesota side at Baudette and a part of the Ontario frontier, causing a great loss of property and several lives.

At Fort Frances, which had made no return since 1905, a revival of interest resulted, largely due to the energy of Mayor Herbert Smith, Mr. Osborne and a few others. Mr. Preston, M. P. P., heartily supported a re-organization of the Library. Regrettably, neither the Secretary nor Treasurer was present at the meeting. The library contains 1,339 volumes. At Rainy River little was accomplished. The Mayor would not attend the meeting, the only two present being Rev. Mr. Lofthouse, and Mr. Orr of the Public School. The town was stated to be in financial difficulties. At Kenora an enthusiastic meeting was held, Mayor Rideout presiding, with Sheriff Humble, Dr. Marshall and other prominent citizens present. The Library is doing admirable work under the new Librarian, Mr. Bevan. Efforts are to be made to erect a building in keeping with the importance of the place as a resort for tourists, miners and sportsmen.

Fort William, under the great activities of Miss Black, who is a most capable librarian, is making splendid progress. The services of Miss Black, who volunteered to supervise the circulation of the eight Travelling Libraries in the isolated region back of Thunder Bay, are deserving of recognition. This work is referred to elsewhere

At Port Arthur, library matters are somewhat at a standstill, notwithstanding the work of Mrs. Wink, the Librarian, Mr. A. L. Russell and Mr. Howell. Both Port Arthur and Fort William are handicapped, owing to their proposed new library plans being rejected by Mr. Carnegie. It is hoped that certain modifications will shortly ensure acceptance.

At Sault Ste. Marie a full meeting of the Trustees was held and interest in library work aroused, due to an active Board and the assistance of Mr. Plummer and Mr. Rudlin, the secretary. This library was burned out in 1907, and only 350 books saved. The library is in the keeping of Miss Champion, whose knowledge of books has been of great assistance. It had been hoped to organize a Library Institute at the "Soo," but instructions written to Mr. Furse, chairman of the Board, were not followed and a premature meeting was held before my arrival. I desire to record my appreciation of the deep interest displayed in the work of Library extension by Mr. Hearst, M. P. P., who promised his practical co-operation. At the "Soo" I addressed, by request, the pupils at the High School.

At North Bay a most important meeting was held, through the efforts of Mr. Alex. Browning, K.C., the secretary, mainstay of the Library, Mr. Mackenzie, of the Custom House, presiding.

Neglected by the former librarian, new interest has been aroused by Mrs. A. J. Huntington, the present incumbent, with the support of Judge Valin and others.

^{*} I have a sentimental interest in the Rainy River country, having been a fur trader at Fort Frances in 1874.

³¹ E.

The Board has applied for a Carnegie grant for a new building. At the invitation of Mr. A. Casselman, the Principal, I addressed the staff and students of the new Normal School.

Prominent among other places, Windsor, with its exceptionally able Board and fine library, and Walkerville, with a similarly active executive, are doing great work. While the latter town is not seeking a Carnegie grant, it is rumored that wealthy local business men will erect a new building. The present quarters, though bright and attractive, under Mr. Eastman, librarian, are not large enough for the purpose. At Amherstburg, Rev. Mr. Nattress, a devoted worker, Mr. Auld and Miss Garratt, the librarian, are turning out "bricks without straw." It is

promised that a move will be made into better quarters—sadly needed.

Kingston gave the Inspector a warm reception. Clear sky followed a storm. A determined, capable and deeply interested Board of Trustees, realizing the importance of proper housing, have transferred the library from its old uninviting upstair quarters to a most commodious and accessible detached building on a prominent corner. There being still a doubt as to whether Kingston had received the full amount of the grant to which it was entitled last year, a third analysis of the Annual Report and invoices, rendered by the Secretary, Mrs. Dr. McConville, twice returned for correction, shows that, while these were incomplete and unsatisfactory, the grant paid was really in excess of the small amount to which the library was entitled, owing to its almost exclusive purchase of fiction. Kingston is to be congratulated on its awakening and under the vigorous chairmanship of Dr. Ross and such live men as Mr. James Reddon and Mr. Strachan, and the work of the new and thoroughly competent librarian, Mrs. Kennedy, the future of Kingston's Public Library is assured. Had the Secretary—with the Minute Book, etc.—kept an appointment with the Inspector, a more detailed story of the Library would have been possible. (See also article on "Struggling Libraries.")

ONTARIO LIBRARY ASSOCIATION

The tenth annual meeting of this Association was held in Toronto, Monday and Tuesday, March 28th and 29th, 1910, in the Mining Building, University of Toronto, with a large attendance. The meeting opened at 10.45 o'clock. It would be well, I think, if this could be re-organized as the "Canadian Library Association."

In prefacing his Annual Report, Mr. E. A. Hardy told how the words "Tenth Annual Meeting" took his mind back to June, 1900, when he had the pleasure of meeting the late Mr. R. J. Blackwell, then Librarian of London Public Library; Mr. E. A. Geiger, Secretary of Brockville Public Library, and other Canadian library workers. "They had gathered," he said, "at the meeting of the American Library Association in Montreal. After six years' hard work by myself, as Secretary of the Lindsay Public Library, assisted only by help from Mr. James Bain, Toronto; Mr. Tytler, Guelph, and a few others, through correspondence.

"The natural consequence was a meeting in the office of Mr. Gould, Librarian, McGill University, to discuss the formation of a Canadian Library Association. Those present were: Mr. James Bain, Toronto; Mr. H. J. T. Lee, Toronto; Mr. C. H. Gould, Montreal; Mr. McLachlan, Montreal; Mr. R. J. Blackwell, London; Mr. E. A. Geiger, Brockville; Miss Brock, Montreal; Miss Fairbairn, Montreal; Mr. E. A. Hardy, Lindsay. The unanimous opinion was that an organization

should be formed, and a committee consisting of Messrs. Bain (Chairman), Hardy (Secretary), Gould, Blackwell, and Lancefield, was appointed. The committee met in the Toronto Public Library, Oct. 19th, 1900, drafted a constitution, selected provisional officers and planned for the first annual meeting for Easter Monday and Tuesday, 1901.

"The purposes of the proposed Association were set forth in a paper by the Secretary, on 'An Outline Programme of the work of the O. L. A.' This was published in full in Public Libraries, July, 1901, and treated the subject under the following heads: I. Assistance to Libraries; II. to General Public; III. to

Schools, and IV. to Sunday School Libraries."

Mr. Hardy referred to the work of the Secretary during the past year being unusually heavy, and hoped that the representatives of the libraries at the Library Institutes held throughout the Province during the past year would be active in memorializing their municipal and county councils for increased revenues, and it was hoped that they would enlist the active interest of the local Members of Parliament. Too much praise cannot be accorded Mr. Hardy for the untiring manner in which the work has been accomplished.

His Honour Judge Hardy, in delivering his annual address, referred to the

Public Library situation in Ontario; he said, in part:-

"Many of us can remember when people of some eminence looked on the work of public libraries with considerable scepticism, not to say cynicism. With the advent of Mr. Carnegie into the library field, with his unique and splendid generosity—he desired to give him credit, for he was a millionaire, and they didn't get credit for anything—the library work received a great impetus. Along with Mr. Carnegie's splendid work, our own Government have been aiding library work in a very practical way, and have been on the lookout to follow up suggestions that have been made from time to time. We are grateful for that assistance. . . The question of public libraries in Ontario was a living one. . It was not necessary now to justify the public library."

"The Library Institutes," he declared, "were formed particularly for looking after the small libraries, some of which were decadent, owing perhaps to the enforcement of the regulations passed a few years ago, to which they were not able to conform, and that in older days were passed over." He believed, however, in holding them strictly to account, and if they could not be put right and made of service to their community, "they should not be allowed to drag along; and, the Institutes should take cognizance of such libraries within their jurisdiction."

The Report of the Special Committee on Technical Education in Public

Libraries was presented by Mr. D. M. Grant.

The report, an extremely valuable one, was prepared by the special sub-committee, consisting of the Chairman, Mr. D. M. Grant; the President of the Association, His Honor Judge Hardy, and Mr. E. A. Hardy, Secretary. This Committee, together with the Inspector of Public Libraries, Mr. W. R. Nursey, were appointed by the Minister of Education to visit, at the expense of the Department, and investigate certain convenient libraries and other institutions in the United States for the purpose of seeing what had been accomplished there in the direction named. As this report as addressed to the Minister of Education has already been printed in full in the Annual Proceedings of the O.L.A. for 1910, copies of which have been mailed to every library in the Province, it is unnecessary to reproduce it here. The reading of this splendid report was listened to with keenest interest, and an instructive discussion ensued.

In summing up the question of direct technical education through the Public Library, the report concluded as follows:-

"As to the matter of instruction through the public library by any such scheme as Correspondence courses and examinations and recognition of such work by Government certificate or diploma, the Committee do not feel at present able to offer any definite suggestions. They quite realize the possibilities of such a scheme, but they also realize the difficulties and feel that a great deal of consideration would need to be given to such a matter before it should be pronounced upon."

THE LATE INSPECTOR T. W. H. LEAVITT

The following timely tribute was paid by the Executive to the late Inspector of Public Libraries, Mr. T. W. H. Leavitt, whose wise counsels and wonderful grasp of the library situation are more and more missed by the present incumbent of the office as the days go by.

"His genial manner, his grasp of the library situation and his high ideals for the libraries of this Province made him an exceedingly valuable public servant. Though hampered by ill-health, he made his short tenure of office count for a very great deal in the improvement of our library situation. We mourn his departure and will always hold him and his work in high esteem."

The following resolution was unanimously carried:

"That the Ontario Library Association desires to place upon record its sense of the great loss which the Public Libraries and the cause of education generally in Ontario has suffered through the death of T. W. H. Leavitt, Esq., late Inspector of Public Libraries. By his zeal and ability he was instrumental in bringing about a great revival in the interest in public libraries. His work, which was of a permanent nature, will long remain as his best monument."

To the present Inspector kindly and encouraging references were made.

The sympathetic co-operation of the Minister of Education and the Deputy Minister and the free and generous assistance extended by the Department was referred to appreciatively.

The Report of Professor A. B. Macallum, Treasurer, showed receipts amounting to \$526.19, and expenditures of \$250.55, showing a balance on hand of \$275.64

The following officers were elected for 1910-1911:—President—A. W. Cameron, B.A., Woodstock.

First Vice-President-L. J. Burpee, F.R.G.S., The Public Library, Ottawa.

Second Vice-President-C. R. Charteris, M.D., The Public Library, Chatham

Secretary—E. A. Hardy, B.A., 81 Collier Street, Toronto.

Treasurer-H. H. Langton, B.A., University of Toronto.

Councillors.

Geo. H. Locke, M.A., The Public Library, Toronto; W. F. Moore, The Public Library, Dundas; Mrs. E. J. Jacobi, Librarian, Public Library, Oshawa; David Williams, The Public Library, Collingwood; D. M. Grant, B.A., The Public Library, Sarnia; H. J. Clarke, B.A., The Public Library, Belleville; His Honor Judge Hardy, ex-President, The Public Library, Brantford.

THE FOLLOWING IS A SUMMARY SHOWING THE DEVELOPMENT AND CHANGES IN THE SYSTEM OF ADMINISTRATION OF THE MECHANICS' INSTITUTES IN ONTARIO CONSEQUENT UPON LEGISLATION INTRODUCED PERIODICALLY AFTER THE YEAR 1800, AND THE AMENDMENTS TO THE PUBLIC LIBRARIES ACTS UP TO 1900

(Compiled from data collected by Mr. E. A. Hardy and from various other sources.)

The first library organized in Ontario was that in Niagara, which was established 8th of June, 1800.

In 1835, Parliament granted aid by special Acts to the Mechanics' Institutes of Toronto and Kingston, the former receiving \$800.00 and the latter \$400.00. A Mechanics' Institute was incorporated in Brantford in 1836, in Hamilton in 1849 (organized in 1839), in Dundas in 1841, in London in 1842, and in Niagara in 1848.

In 1851 an Act was passed for the better management of Library Associations and Mechanics' Institutes. At this time the term "Public Library" was applied to school libraries. In 1851 grants of \$200.00 were paid to ten Mechanics' Institutes. Six years later grants of \$200.00 were paid to fifty-eight Mechanics' Institutes in Upper Canada and a Board of Arts and Manufactures incorporated. Each Mechanics' Institute in Upper Canada elected one delegate for every twenty of its members, but only if such Institute had paid one-tenth of its annual Government grant to the Board of Arts and Manufactures.

In 1858 one hundred and forty-three Institutes and Library Associations in Upper and Lower Canada received aid. Of these only forty-nine reported. The total annual grant to Mechanics' Institutes and Library Associations at this time was \$36,500.00.

In 1858 grants ceased to be paid to Mechanics' Institutes in Upper Canada. In 1868 payment of these grants was resumed.

Meanwhile, in 1864, only six Institutes were represented on the Board of Arts and Manufactures, namely, Cobourg, Dundas, Hamilton, London, Toronto and Whitby.

A Committee of the Board reported that "every facility should be afforded the industrial classes to make themselves better acquainted with the physical, artistic and mathematical principles," and that "while liberal public provision is made for the education of persons intending to follow various learned professions they could not see that it was less important that the working classes should be provided for."

In 1865 the main impediment to usefulness, according to the Minister of Agriculture, was that with \$2,000 per year, not one of the objects sought to be

attained could be fully carried out.

Before the Board of Arts and Manufactures was abolished in 1868, and its library transferred to the Department of Agriculture, an Association of Mechanics' Institutes (in conformity with 31 Victoria, Cap. 29, Section 24) was organized. In 1868 the Mechanics' Institutes were placed under the supervision of the Commissioner of Agriculture and Public Works (31 Victoria, Cap. 29, Section 25). This Act authorized a Government grant of \$1.00 for every dollar obtained from local sources up to \$200. Thirteen Institutes received grants during this year and a classified catalogue of technical books was prepared by the Department.

In 1869 the amended Act recognized general literature, in addition to technical books. The results of the evening classes being very disappointing, the Min-

ister expressed belief that encouragement of class instruction in Mechanics' Institutes "would assume more serious form if means were provided to sustain in part a scientific school with pupils."

In 1871 34 Vic., Cap. 23, Section 6, increased the maximum grant from \$200 to \$400, and gave \$2.00 for every \$1.00 from local sources, and class instruction in Mechanics' Institutes was recommended to include such technical subjects as related to the every-day pursuits of the working population.

In 1872 35 Vic., Cap. 32, Section 5, 6, 7, 8 and 9, while providing for the inspection of Mechanics' Institutes, limited the extension of Government aid to those Institutes only that were located in cities, towns and incorporated villages.

In 1873 the amended Agriculture and Arts Act (Clause 25) further provided for the Government grant to be expended on "works of history, travel, poetry, biography and philosophy," in addition to those allowed by the Act of 1871, and limited the expenditure on the reading room to one-quarter of the Government and local grants.

The meetings of the Association of the Mechanics' Institutes were discontinued in 1880, but not before appeals were made to Government for larger grants and complaints made as to insufficiency of annual inspection of libraries.

Prior to this, in 1879, a convention of twenty-three Mechanics' Institutes was held at Toronto and forty-nine delegates were present. It was then recommended that 20 per cent. of the annual grant should be used for books of fiction: the first recorded recognition of fiction in the libraries.

In 1880 43 Vic., Cap. 5, authorized the transfer of Mechanics' Institutes from the Department of Agriculture to the Department of Education, thus recognizing them as factors in the educational system of the Province.

In 1882 the Free Libraries Act was passed (45 Vic., Cap. 22), providing for the transformation of Mechanics' Institutes into Free Libraries. Toronto was the first free library created under the Act.

No reference apparently exists in respect to Evening Classes being held between 1850 and 1858.

From 1859 to 1867 inclusive, the Government grants on this account were discontinued.

In 1870, however, eight evening classes are recorded, and in 1879, nineteen.

In 1887 the amended Act provided that Mechanics' Institutes, with a membership of 50, and annual subscriptions of \$25.00, were to receive \$25.00 annually, and that Mechanics' Institutes, with a membership of not less than 100, and with annual subscriptions of not less than \$50.00, were to receive \$50.00 annually.

In addition to this, dollar for dollar was also allowed upon books up to \$150.00, but only 20 per cent. of this for fiction; also dollar for dollar on reading rooms up to \$50.00, and \$3.00 for every pupil up to 25 in a class, and \$1.00 for every additional pupil not to exceed \$100.00.

In 1895 all previous Acts were consolidated (58 Vic., Cap. 45), providing for the continuance of "every free library established under the Libraries Act and every Mechanics' Institute "which were to be "continued as Public Libraries," and that the grant for Mechanics Institutes should be set apart for public libraries and distributed as per the Regulations of the Department of Education, the basis of allotment being one dollar for every dollar invested by the Library Board in books up to \$200.00 in cities, \$150.00 in towns, and \$100.00 in all other cases; also dollar for dollar on newspapers and magazines up to \$50.00 for each reading room; also the sum of \$3.00 for every pupil where evening classes had been established, provided the class was composed of 25 pupils or less, with an extra dollar per pupil over 25 not to exceed \$100.00 for evening classes."

It also provided that for every Government dollar an equal amount had to be contributed by the municipality, corporations or from some other sources. Local Boards were compelled to duplicate the purchases of books, etc., made with government money. The Board expenditures increased so rapidly that they soon exceeded the amount of the grant. A reduction necessarily followed until libraries received only from 60 per cent. to 70 per cent. of the nominal grant, but which yet in many cases still reached the maximum of \$200, \$150 and \$100.

In 1900 the Ontario Libraries Association was organized.

The revised Act of 1909 in part met the difficulties enumerated above, which were consquent upon the Act of 1895. This Act as assented to on the 13th April, 1909 (Cap. 80), is the Act now in force, under the provisions of which the Public Libraries and Literary and Scientific Institutions and Art Schools of Ontario are either wholly or in part operated and under which all are paid.

BRANCH LIBRARIES

This is a feature of Library policy and administration that has to be reckoned with. Conceding that the primary purpose of a Library is for the circulation of books and where the Province encourages this under well considered Regulations by a system of annual grants in cash, it may be accepted, I suppose, as a general principle that all libraries complying with the provisions of the Act are entitled to the

same pro rata consideration.

A demand was made in 1910 for the payment of an annual grant to the Branch Libraries of the Toronto Public Library and a somewhat accented correspondence arose between the Chief Librarian and the Inspector over the question, which, notwithstanding my elastic interpretation of the Act, remained a moot one. While anxious that every Library that could qualify, whether large or small, should participate in the appropriation voted by the Legislature, there were certain limits even to a flexible interpretation of the Library Act that I was compelled to respect, for it involved the apportionment of the Legislative appropriation, for the legal allotment of which the Inspector of Public Libraries is properly held responsible. While my sympathies are undoubtedly with the small struggling Libraries, my recognition of the rights of each and every Library has been regulated solely by an impartial application of one abstract principle.

Mr. Locke insisted that the Toronto Branch Libraries were per se, distinct libraries and though governed by the one Central Board of Administration were separate units, or in other words, independent libraries, and he took the ground that in withholding a grant from the Branch Libraries, "the Government did not

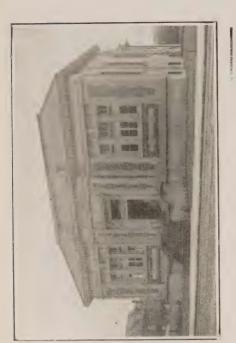
wish to do justice to the work which he was trying to do in the Branches."

This was not, of course, a fair way of stating the case.

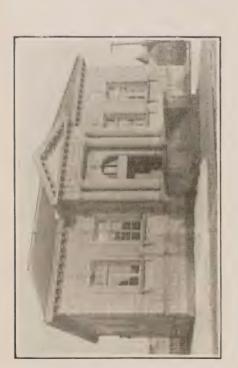
The Minister of Education has shown in every instance, "all along the line" practical evidence, not only of his desire, but of his intention—as witness his instructions to the Inspector, and carried out in practice—that he more than recognizes the importance of contributing in every way possible under the Act to the

promotion of Library extension.

Under my interpretation of the Act, I could see no way to meet the demands of the Toronto Public Library. The Chief Librarian quoted the opinion of his Board who stated that "they thought the Librarian was justified in making the claim," but when asked to point out any clause of the Act under which the Inspector would find legal justification for recommending a grant to Branch Libraries, none was quoted to me. I suggested that the "possibly ambiguous phrasing of certain clauses of the Library Act under the analysis of the Board's legal advisor









TORONTO BRANCH LIBRARIES

2 Queen and Lisgar Branch. 4. Riverdale Branch.

1. Yorkville Branch.
3. Western Branch.

might, perhaps, be found to contain some measure of relief, if presented to the Minister of Education," but I was duly and rather cruelly reminded that "it was quite clear that the opinion of the Toronto Library Board was not the opinion of the Inspector of Public Libraries," implying that I had been foolish enough to pit my layman's understanding of the Act against that of the very prominent legal gentlemen who were members of the Board. Of course this was not really so.

If each Branch Library was a separate Library under the Act, I had no alternative but to certify to a grant for each branch, but even this I could not do unless the Branch Libraries complied with an undisputed provision of the Act which calls for an annual report from every library in the Province wanting to qualify, without which, no grant can be paid, and it was only after repeated requests that I finally obtained a report of the West Toronto Library, which latter I had previously pointed out to the Chief Librarian could, in the circumstances, get a cash grant for that portion of the year prior to its being absorbed by the Toronto Public Library through civic annexation, if it would only comply with the Regulations.

This report was finally sent in after "the annual lists were closed," but an exception was made and a grant allotted and paid to the West Toronto Library. a prompt way of respecting tardy fulfilment of a legal obligation on the part of the Toronto Library, and surely not indicative of a desire that the "Government did not wish to do justice to the work which the Toronto Branch Libraries were

doing."

The atmosphere is now clear.

I willingly continue to admit that Branches are an all-important department of modern library work, but if placed on an equality with the ordinary library, care would have to be taken that the books supplied them were not charged for twice, as might possibly be the case where interloan and exchange of books between branches and central libraries prevail. Each branch library would respectively have to send its own separate invoices of books, etc., purchased for its use and a separate statement of its annual receipts and expenditures.

The Branch system is designed to do extensive work covering a large area and dealing with a very numerous population. In a field so extended there are many problems to be considered; the respective merits of weakening a collection by distributing it over a large area or strengthening it by centralization; and the

placing of the right book in the right branch when not available for all.

This interchange, as I believe has been adopted by the Toronto Library, placing the resources of the entire Library system at the command of any individual without expense, and making it possible in many cases to avoid the duplication of books in different branches.

I would respectfully recommend that if the case of the Toronto Branch Libraries cannot be met by a "rule" in the Regulations, legislation be introduced for the purpose of meeting the situation.

SUNDAY OPENING

The question of Sunday opening having been raised, Mr. Braid, the well-known Secretary of the Windsor Library Institute, instituted inquiries asking an expression of opinion from thirteen libraries in the Province. The replies were as follows:—

Belleville.—Holidays, reading rooms only open. No Sundays. Berlin.—Holidays, reading room 2 to 5 p.m. only. No Sundays.

Brantford.—Holidays, reading room, except Christmas and Saturdays.

Chatham.—Closed all holidays and Sundays. "Do not think it just to make librarians work while others are taking a holiday."

Galt.—Closed all holidays and Sundays.
Guelph.—Closed all holidays and Sundays.

Hamilton.—Holidays, reading room 10 to 1. Hopes building will be closed on all public holidays.

Lindsay.—Closed all holidays and Sundays. Gave holidays opening a trial and rescinded. Librarians entitled to holidays as much as other workers.

London.—Closed all holidays and Sundays. Ottawa.—Closed all holidays and Sundays.

Stratford.—Closed all holidays and Sundays. Gave holidays a trial and dropped it.

Toronto.—Closed all holidays and Sundays.

Woodstock.—Holidays, reading room only from 2 to 5.30 and 7 to 9 p.m. with janitor in charge.

Personally the principle of Sunday opening appeals to me. The same librarian cannot, of course, be expected to work seven days in the week nor is it desirable, but where the services of an attendant can be secured for an hour or so, why not give access to the reading or reference rooms? It is noticeable that the one reason advanced against Sunday opening, and that in two instances only, is that librarians should, like the majority of workers, have Sundays free. The question of "principle" or expediency is not referred to.

In the State of Vermont the Library Commissioners report that "they consider the most important part of the State's citizenship is deprived of proper access to the library if no provision is made for Sunday opening." The man confined to his labour every day but Sunday should be able on that day to take his share of the public benefit provided by the State. Many libraries in Vermont have Sunday hours.

At the Public Library, Worcester, Mass. in the Main Library, the Sunday attendance was 19,801, and in the Children's Department, 5,870.

"THE CALIFORNIA COUNTY LIBRARY SYSTEM," THE "LEAGUE OF LIBRARY COMMISSIONS," AND "THE JUVENILE DEPARTMENT IN THE LIBRARY."

It has been found impossible in this Report to refer to many features of library work which, during the year, have engaged the attention of Library Boards and workers in Ontario. For instance, what is known as the "California County System," the "League of Library Commissions" the "Children's Department," and many other subjects. In respect to the first of these it is too soon to advocate, much less adopt a system that by certain United States authorities has not proved the success claimed for it.

In a review of this system as it now stands, an admitted authority on library matters in a recent issue of *Public Libraries* wrote that:

"This California Library Law, as a whole, is probably the most radical piece of library legislation ever enacted. The present law can never, as it stands, be accepted as satisfactory."

In respect to the establishment of a Board of Library Commissioners, these Boards, while doing excellent work, have apparently been instituted in those

States only whose form of government is not the same as that of this Province, which is similar to that of the State of New York, where the control and supervision of library work is vested in the State Department. Consideration of these questions must, perforce, be left for another year. The agenda confronting the reader of this Annual Report contains, I respectfully suggest, sufficient material

to engage attention for the next twelve months.

The consideration of two other still more important features has had to be temporarily postponed—the "Juvenile Department in the Library," and the "Relation of the Public Library to the School Library" the more so, as the Public Library's first duty is to aid in the education of the child. Both the School Library and the Public Library have their own wonderful and special functions. Let these be kept distinct and amplified.

LIBRARY INSTITUTES

The following Library Institutes were held between November 9th, 1909, and November 25th, 1910. At all of these the Inspector was present:

1. Niagara, Nov. 9th, 1909, at St. Catharines.

Brantford, Nov. 10th, 1909.
 Eastern, Nov. 10th, 1909.

Reports of the Proceedings of the above meetings appeared in the Inspector's Report for 1909.

London, January 18th, 1910.
 Stratford, January 19th, 1910.

3. Georgian, January 20th, 1910-at Collingwood.

4. Guelph, February 8th, 1910—at Berlin.

- 5. Belleville, February 24th, 1910.6. Lindsay, February 25th, 1910.
- 7. Orangeville, March 8th, 1910.
- 8. Chatham, July 13th, 1910, at Wallaceburg.
- 9. Brantford, July 15th, 1910, at Woodstock.
- 10. Eastern, August 23rd, 1910, at Ottawa.
- 11. Georgian, August 25th, 1910, at Penetanguishene.
- 12. Niagara, October 14th, 1910, at Niagara Falls.
- 13. York, November 25th, 1910, at Newmarket.

Sixteen Institutes in all.

LONDON DISTRICT!LIBRARY INSTITUTE

The first meeting of this Institute was held at the London Public Library, with the Rev. Dr. Sage, Chairman of the London Public Library Board, presiding. After the inspection of the Library and registration of delegates, the meeting was held in the lecture-room of the library building.

His Worship Mayor Beattie, who welcomed the delegates, praised the Department of Education for their munificence in contributing so handsomely toward the purchase of books for the libraries of the Province and for defraying the expenses of the Library Institutes. He placed great emphasis on the library as a bureau of information, and dealt with the great possibilities in assisting the Public and High Schools and more especially the mechanics and manufacturers through the medium of the public library.

The following addresses, etc., were given:

"The Small Library, its Establishment and Finances," Norman Gurd, B.C.L.

"Reference Work in the Small Library," Miss Gray, London.

"Fiction and the Public Library," M. P. McDonagh, Director London Library.

"The Library Situation in Ontario," Walter R. Nursey, Inspector of Libraries. "Assistance to Readers," Miss B. Mabel Dunham, Librarian, Berlin Library.

The meeting closed with a conference upon "Best Methods of Interesting the Public in the Public Library," His Honor Judge Hardy, President O. L. A., Brantford, and A. O. Jeffery, K.C., D.C.L., LL.D., London, being the chief speakers.

The Question Drawer was in the hands of Messrs. W. O. Carson and Norman

Gurd.

It is impossible to insert lists of delegates and others present at the several Institutes, in this year's report, or the resolutions passed, owing to lack of space. Officers of the London Institute District are:

Rev. C. R. Durrant, Melbourne, President.

Edgar M. Zavitz, Coldstream, Vice-President.

W. O. Carson, London, Secretary.

Council: R. G. Moore, Aylmer; Dr. Huffman, Forest; J. E. Ashton, Mt. Brydges; C. J. Stewart, Inwood; J. V. McDonald, Strathroy.

STRATFORD DISTRICT LIBRARY INSTITUTE

The first Institute of this District was held at the Public Library, Stratford, January 19th, 1910.

The following was the programme and minutes of the proceedings as furnished by the Secretary:

Inspection of Stratford Public Library.

Words of Welcome-Mayor W. S. Dingman; James H. Smith. B.A., Chairman Library Board; J. Davis Barnett, C.E., Chairman Library Institute Committee.

Address-His Honor Judge Hardy, Brantford, President Ontario Library Association.

Address-W. R. Nursey, Toronto, Inspector Public Libraries.

Address-"Government Aid to Libraries." W. Brydone, B.A., Clinton.

Address-"The Small Library's Problems." Rev. W. H. Johnston, B.A., Chesterfield.

Conference—"The Best Method of Selecting and Purchasing Books." W. O. Carson, London.

GEORGIAN DISTRICT LIBRARY INSTITUTE

The first meeting of this district was held at the Public Library, Collingwood, January 20th and 21st, 1910.

The programme was as follows:-

Inspection of Collingwood Public Library.

Address—"Libraries and Library Institutes." Walter R. Nursey.

Address—A Local Representative.

Address of Welcome—His Worship the Mayor.

Address-G. H. Locke, M.A., Chief Librarian, Toronto.

Paper—A Representative of the District.

Address-W. O. Carson, Librarian Public Library, London.

Address-A Representative of the District.

No records of the proceedings were furnished the Inspector.

The officers elected for the ensuing term were: President, Mr. A. H. Cuttle, Collingwood; Vice-President, Rev. F. W. Gilmour, Penetanguishene; Secretary, Mr. A. F. Hunter, Barrie.

Executive Committee: Miss H. Smith, Public Library, Barrie; Mr. W. B. Sloan (Churchill P.O.), Lefroy Public Library; Dr. F. D. Kent, Thornbury; Mr. D. Williams, Collingwood; Rev. F. Smith, Bradford; Rev. R. J. Sturgeon, Angus; Rev. Canon R. W. E. Greene, Orillia.

Penetanguishene was chosen as the next place of meeting.

GUELPH DISTRICT LIBRARY INSTITUTE

The first Library Institute meeting of this District was held at the Public Library, Berlin, Ont., on February 8th, 1910.

The following is the programme:

Inspection of Berlin Public Library.

Words of Welcome—Rev. W. A. Bradley, B.A., Berlin, Ex-President O. L. A.

Address- W. R. Nursey, Toronto, Inspector Public Libraries.

"Canadiana"—T. G. Marquis, Brantford.

Address—"The Small Library's Problems." Dr. E. E. Kitchen, St. George. Conference—"Selection and Purchasing of Books for Public Libraries." W. O. Carson, London.

BELLEVILLE DISTRICT LIBRARY INSTITUTE

The first meeting of this District was held at the Public—"Corby"—Library on February 24th, 1910.

The following is the programme:—

Inspection of Belleville Public Library.

Words of Welcome—His Worship Mayor Marsh; Col. S. S. Lazier, Chairman Pub. Lib. Board, and Chairman Lib. Inst. Com.

Address-W. R. Nursey, Toronto, Inspector of Public Libraries.

"What the Public Library can do for the Workingman." Rev. W. A. Bradley, B.A., Berlin.

Address—"The Small Library's Problems." A Local Representative.

Address—"The Mission of the Public Library." G. H. Locke, M.A., Toronto.
Upon the suggestion of Mr. Nursey, a committee was appointed to look into
the condition of the smaller Public Libraries in the Belleville District.

The following were nominated and elected: Chairman, Mr. Walker, Librarian, Belleville; Miss McEvers, of Cobourg; Miss Holmes, of Picton; Miss Edwards, of Napanee.

LINDSAY DISTRICT LIBRARY INSTITUTE

The first Institute for this District was held in the Lindsay Library, 25th

February, 1910.

Owing to the illness of the Secretary, Mr. G. S. Patrick, no report of the proceedings is obtainable, the lady from Oshawa who acted as Secretary having made no return.

ORANGEVILLE DISTRICT LIBRARY INSTITUTE

The first meeting of the Orangeville District was held on Tuesday, 8th March, 1910, at the Public Library, Orangeville. Following is the programme:—

Inspection of Orangeville Public Library.

Words of Welcome—His Worship the Mayor, Chairman Public Library Board, Chairman Lib. Inst. Com.

Address-W. R. Nursey, Toronto, Inspector of Public Libraries.

Address—"How to Make Libraries Useful and Interesting to Those They are Supposed to Serve." David Williams, Collingwood.

Address—"What the Public Library can do for the Workingman." Rev. W. A. Bradley, B.A., Berlin,

Address—"The Library Problem." (With special reference to the small Library.) Alex. Steele, B.A., Orangeville.

Paper—" Encouraging Intensity of Reading Rather Than Extensity." Dr. John Graham, Mono Road.

Burgess, Owen Sound; D. L. McKinnon, Priceville.

Of 31 Public Libraries in the Orangeville District, 20 were represented. The twelve not represented were: Lorne Park, Port Credit, Streetsville, Glen Cross, Honeywood, Relessey, Chatsworth, Dundalk, Dromore, Holstein, Maxwell and Feversham.

The following were elected as the officers for the ensuing year:

President, A. Steele, Orangeville; Vice-President, H. H. Burgess, Owen Sound; Second Vice-President, Dr. C. F. Moore, Brampton; Secretary, Dr. M. W. Berwick, Grand Valley; Councillors: J. Taylor, Hanover; R. C. Davidson, Lake Charles; Mr. Mortimer, Honeywood; Rev. R. J. S. Adamson, Shelburne; W. J. Young, Durham; Miss Stark, Bolton.

It was moved by Mr. Burgess, of Owen Sound, and seconded by J. B. Smith, of Alton, and carried, That the councillors (with power to add to their numbers) act as a committee to investigate and report on the condition of the smaller libraries in this District which are not represented at this meeting.

It was decided to hold the next Institute at Orangeville.

CHATHAM DISTRICT LIBRARY INSTITUTE

The third annual meeting was held at Wallaceburg, 13th July, 1910.

The following was the programme:-

Inspection of Wallaceburg Public Library and Reception of Delegates.

Addresses of Welcome-Mayor McDonald, D. A. Gordon, M.P., Rev. M. J. Brady, P.P.

Address—"The Small Library and Its Difficulties." Norman Gurd, K.C., B.C.L., Ex-President Ontario Library Association, Sarnia.

"Financing the Small Library." A. Denholm, Warden, County of Kent, Blenheim.

Question Drawer-E. A. Hardy, B.A., Toronto, Secretary O. L. A.

Address-W. R. Nursey, Toronto, Inspector of Public Libraries.

Paper—"The Trustee's Duty to the Library." Rev. M. C. Tait, M.A., Wallaceburg Public Library; Dr. A. Voaden, B.A., St. Thomas Public Library.

Answers to the Question Drawer. E. A. Hardy, B.A.

Paper—"How we Purchase Books." F. P. Gavin, B.A., Windsor; Rev. Mr. Kelly, Watford; W. O. Carson, Librarian Public Library, London.

Paper-"Purchasing Books." Fred Stone, Chatham Public Library.

Paper—"Assistance to Readers." Miss Mabel Dunham, B.A., Librarian Public Library, Berlin.



North Bay Public Library.



Dundas New Public Library.

Address—"Technical Education in the Library." His Honor Judge Hardy, Brantford.

Mr. A. B. Carscallen, President of the Institute, introduced Mayor McDonald, who welcomed the delegates, followed by Mr. D. A. Gordon, M.P., and Dr. Mitchell.

Mr. Norman S. Gurd, of Sarnia, read a paper, "The Small Library and its Difficulties," which was most warmly received. Rev. W. J. Ford, of Watford, and Judge Hardy gave some explanation as to what should be done and what was done in some of the States of the United States. Mr. Gurd's paper referred to matters that would effect changes in the Library Act in order to bring them into force and effect.

A very hearty vote of thanks was tendered to the Wallaceburg Public Library Board for their entertainment of the delegates.

BRANTFORD DISTRICT LIBRARY INSTITUTE

The fourth annual meeting of the Library Institute for the Brantford District was held in Woodstock Public Library, July 15th, 1910. A large number of delegates from the counties of Brant, Norfolk, Oxford and Wentworth were present, and a great deal of interest manifested.

The programme presented was as follows: Inspection of Woodstock Public Library.

Addresses of Welcome—His Worship Mayor Scarff, Wm. Munro, Chairman Library Board.

Annual Address-Dr. E. E. Kitchen, President.

Address-L. J. Burpee, Ottawa.

Address—"Problems of the Small Library." J. Garfield Gibson, Ingersoll. Paper—Miss Mylne, Paris.

Address—Walter R. Nursey, Inspector Libraries.

Address—"The Public Library and Technical Education in its Relation to Agriculture." Prof. J. B. Reynolds, Ont. Ag'l. Col. Introduced by His Honor Judge Hardy.

Address—"The Library and Technical Education in its Relation to the Manufacturer and Mechanic." J. R. Shaw, Mgr. Canada Furniture Co.

Address-T. G. Marquis, M.A., Brantford.

Address—David Williams, Collingwood.

President, Dr. E. E. Kitchen, St. George; Secretary, E. D. Henwood, Brantford: Executive, Wm. Imrie, Tillsonburg; J. M. Steele, Dundas; J. Garfield Gibson, Ingersoll; R. A. Duncan, Embro; Miss M. E. Mylne, Paris; Miss Della Griffin, Waterdown.

The President, Dr. E. E. Kitchen, was unable to be present.

Judge Hardy, of Brantford, presided, and Mayor Scarff and Mr. Wm. Munro and the Public Library Board welcomed the delegates.

Mr. Munro stated that Woodstock was the second place in the Province to have a public library and that ever since 1835 library work had been carried on.

Judge Hardy referred to Dr. Kitchen's work in building up the Institute, and paid a high tribute to Mr. Andrew Carnegie. He said that last year some \$50,000 went from the city of Brantford to the Correspondence Schools of the United States. The libraries should give the young men the information.

The following officers were elected for the coming year: President, J. R. Shaw, Woodstock: Secretary, E. D. Henwood, Brantford; Executive, W. H. Johnston, Chesterfield: Miss J. Potter, Dundas: Mr. A. E. Green, St. George; Miss Jackson, Simcoe: Miss M. Mylne, Paris; E. J. Cody, Embro.

EASTERN DISTRICT LIBRARY INSTITUTE

The Eastern Institute was held in the splendid lecture hall of the Carnegie Library at Ottawa on August 23rd, 1910, H. Otto Klotz, LL.D., F.R.S.C., Chairman of the Ottawa Library Board, presiding.

The following admirable programme was presented:

Presidential Remarks—Otto Klotz, LL.D., F.R.S.C., Chairman Ottawa Library Board.

Address—"The Small Library and Its Public." A. W. Cameron, B.A., President Ontario Library Association, Woodstock.

Address—"Some Problems of the Small Library." Miss Alma Beatty, Librarian Pembroke Public Library.

Address—"The Child and the Book." Miss Miriam Solomon, Children's Librarian, Ottawa Public Library.

Address—"Reference Work for Small Libraries." A. E. Proulx, Ottawa Public Library.

Address—"Library Developments in Ontario." W. R. Nursey, Inspector of Public Libraries, Toronto.

Address—"The Charging System." Miss M. Charlton, McGill Medical Library.

Address—"The Romance of the Ottawa Valley." Benjamin Sulte, LL.D., F.R.S.C., Ottawa.

Address—"The McGill Library School. C. H. Gould, B.A., Librarian McGill University.

Question Drawer-E. A. Hardy, B.A., Secretary O. L. A., Toronto.

The papers read and addresses given were notable contributions to library literature and of a high order. The conduct of the affairs of the library and the meeting, under Mr. Burpee's expert direction, was deservedly eulogized. Miss Bessie Sutherland, Secretary to the Librarian, acted as paymaster.

The following resolution was passed unanimously: "That this Institute respectfully urges upon the Minister of Education and Government the importance, in the interests of the libraries of the Province, of making better provision for the office of the Inspector of Libraries, so that he may be enabled to cope with the ever-increasing needs of the libraries of the Province, and particularly have the aid of one or more competent assistants in visiting and inspecting the four hundred libraries throughout the Province, a task which is obviously quite beyond the power of the one man."

GEORGIAN INSTITUTE

The second annual meeting of this District was held at the splendid new Carnegie Public Library, Penetanguishene, August 25th and 26th, 1910 The fol-

lowing is the programme:-

No report of this most interesting meeting was procurable. The holding of this second Institute in the Georgian District was a departure from the regulations, but was arranged as a concession to the special requests of the Executive of the District, who, it was hoped, would have secured the attendance of library delegates who were not present at the Institute previously held at Collingwood. In this respect the object largely failed; notwithstanding this, however, though the gathering was small, the enthusiasm was great; some excellent speeches and addresses were given and some capital work accomplished.

The morning meeting was held at the summer hotel on the Bay Shore, where the delegates were housed, and which should prove an ideal place for future meetings.

NIAGARA DISTRICT LIBRARY INSTITUTE

The third annual meeting of the Niagara District Library Institute was held in the new Carnegie Public Library building at Niagara Falls, October 14th, 1910.

The programme, was an excellent one and well carried out.

Inspection of Niagara Falls Public Library.

Addresses of Welcome—His Worship Mayor O. E. Dores. Chairman Public Library Board, Mr. W. H. Arison.

Address—"The Public Library and Our Local History." Miss Janet Carnochan, Niagara.

Address—"How We Started a Library on Modern Lines." Dr. George B. Snyder, Ridgeway.

Address—"The Library in Relation to Our Public School." Miss M. E. Smith.

Address—"What the Department of Education is Doing for the Public Library." Mr. Walter R. Nursey, Inspector of Public Libraries.

Address—"Public Library Problems." Mr. Norman Gurd, B.C.L., Sarnia. Paper—"Notes from Accession Book, Niagara Falls." Miss M. T. Butters, Librarian, Niagara Falls.

Question Drawer-Dr. Norman Waler, Niagara Falls.

Address-" Financing a Library." Mr. W. H. Arison, Niagara Falls.

Talk—"Establishing Domestic Science Classes." Miss E. S. Fitzgerald, M.A., Thorold.

Paper—"Selection and Purchase of Books." W. J. Robertson, B.A., LL.B., St. Catharines.

Rev. David Moir, member of the Niagara Falls Board, took the chair, in the absence of Mr. W. H. Arison. The meeting opened with the Lord's Prayer repeated in unison.

Mayor O. E. Dores—See Niagara Falls Record, October 14th.

Dr. G. B. Snyder—See page —, of this Report.

The following officers were elected:-

President, Dr. G. B. Snyder, Ridgeway; Vice-President, Andrew Rodgers, Jarvis; Secretary-Treasurer, Dr. Norman Walker, Niagara Falls; Committee, S. Aitchison, Grimsby; Sheriff Dawson, St. Catharines.

YORK DISTRICT LIBRARY INSTITUTE

The first annual meeting of the York Library Institute was held in the Young Men's Club Room at Newmarket on November 25th, 1910.

Dr. F. A. Dales, of Stouffville, was elected Chairman pro tem., and Mr. A. Cody, Secretary.

The following programme was submitted:-

Addresses of Welcome—His Worship Mayor P. W. Pearson. Chairman Public Library Board, Mr. Geo. D. Fortune.

Address—"The Public Library Finances; Chief Items of Income and Outgo."
Mr. A. F. Hunter, B.A., Barrie.

Address—"How We Started a Library on Modern Lines." Dr. George B. Snyder, Ridgeway.

Address—"What a Public Library Might do for Its Community." Rev. W. F. Cornell, Newmarket.

Address—"The Library in Relation to Our Schools." Mr. J. Corneil, Prin-

cipal Public Schools, Newmarket.

Address—"What the Department of Education is Doing for the Public Library." Mr. Walter R. Nursey, Toronto, Inspector of Public Libraries.

Address—"Public Library Problems." Mr. David Williams, Collingwood.

With Dr. Dales in the chair, after an address of welcome from Mayor Pearson, the Institute, under the direction of the Inspector, W. R. Nursey, was organized and nominating and resolutions committee elected.

At the meeting of the Executive Committee, Mr. Harry Durrant, Secretary-Librarian of Runnymede, was elected President of the York Institute, and Miss Florence Sosnowsky, Librarian of the Weston Public Library, Secretary.

The following were elected as an Executive Committee:-

Dr. F. A. Dales, Stouffville; James Muirhead, Don; J. D. Evans, Islington; R. A. Stiver, Unionville; W. M. Pearson, Newmarket, and Miss F. Sosnowsky, Librarian, Weston.

At the afternoon session the attendance had appreciably increased.

In forwarding to the Inspector the minutes of the meeting, the Chairman of the Newmarket Library Board, Mr. George D. Fortune, wrote in part as follows:—

"I might say that while the meeting was certainly a 'frost,' so far as attendance was concerned, the results, so far at least as we are concerned, will be a thousandfold better than we deserve. We wish you every success in your 'splendid efforts.'"

HISTORIES AND DESCRIPTIONS OF PUBLIC LIBRARIES WHICH HAVE NOT APPEARED IN INSPECTOR'S PREVIOUS REPORTS

Dundas	. Ontario	Runnymede	ntario
Kenora		Sault Ste. Marie	66
Fort William		Toronto	66
Niagara Falls		Wallaceburg	66
Ingersoll		Walkerville	66
Lucknow	. "	Windsor	66
North Bay	. "		
ReginaSaskatchewan.			
Winning			

DUNDAS PUBLIC LIBRARY

In January, 1910, the ratepayers declared for a free Public Library, and to take over the books and other assets of the then non-free Public Library.

The new Library building is of buff coloured brick, with corner columns, base and upper portions of white stucco. The corner entrance with Roman stone pillars, and approached by cement steps with substantial abutments, presents a most attractive appearance.

The spacious distributing counter in a central location enables the Librarian to keep a supervising eye over the whole main floor. The large ceiling beams and interior pillars are of white plaster and the walls finished in stucco. The interior woodwork is of brown dull-finished pine and the stacks, magazine-counters, chairs, racks and railings of quarter-cut oak.

The basement contains (1) a lecture room of similar finish to the main floor which will accommodate small audiences of 250 people, (2) furnace and coal rooms, (3) storage room.

Total cost of building and furnishing \$12,000, donated by Mr. Andrew

Carnegie.

Site donated by Lt.-Col. J. J. Grafton, of Dundas. Lighting—Electric. Heating—Low-pressure steam. Capacity of Stacks—10,000 volumes. Number of Volumes in Library—8,000. Classification—Dewey-decimal system. The open shelf system has been adopted. Board for 1910—Chairman, J. W. Lawrason (Mayor); Sec.-Treas., Chas. Draeseke; S. J. Lennard, Lt.-Col J. J. Grafton, H. Angold, Jas. Hourigan, Lt.-Col. W. E. S. Knowles, Chas. O'Connor, Thomas W. Whalley. Librarian, Miss Jessie Potter, B.A.

KENORA, formerly RAT PORTAGE

In the year 1893 a Public Library was established in this town, under Part III. of the Act and continued as such until the year 1906, when the board took steps which resulted in the establishment of a Free Library. The Library building in use at present is situated on Main Street, in the most accessible part of the town. Dimensions 60 by 20 feet.

The Library is open every day (Sundays and legal holidays excepted) from 9 a.m. till 9 p.m., thus affording the public every convenience in the selection and return of books. In Mr. Bevan the Board has a most efficient librarian, which is evidenced not only in the largely increased circulation, but in the care and general

management of the library as well.

With reference to the matter of a Library Building a deputation of the Board waited on the Town Council and pressed the matter on their attention with what results are not as yet known.

The Board, as at present constituted, is as follows: The Mayor (ex officio);

representing the town, J. W. Humble, R. E. Preston, E. A. Appleton.

Representing the Board of Education, M. Seegmillar, Dr. Marshall (Sec.-Treas.) Representing the Separate School Board, Thos. Walsh and Jos. Derry.

FORT WILLIAM

Miss M. J. L. Black, the librarian, writes:

"This library was organized in 1886 as the 'C.P.R. Employees' Library.' The original funds were raised by popular subscription, the C.P.R. providing light, heat and janitor, as well as the room itself. For twelve years they also gave an excursion for the benefit of the library.

"In January, 1908, the city carried a by-law granting the library an income of half a mill. In view of this rate, the library was to be absolutely free to all comers. That same month I was engaged to re-organize the library, with the understanding that it was to be done without stopping the circulation of any of the books. It is now complete in every detail. We have a very full subject catalogue, which is arranged in one alphabet with the titles and authors. The shelf list is complete, and the accession records have also been taken. We installed the Brown charging system. Our membership is now 1.794. We have a Children's Story hour, and have used the newspapers most successfully for publicity purposes. I found the books in a very bad condition—the years in the C.P.R. roundhouse were not conducive to either cleanliness or care. I used unsuccessfully various mending materials and finally devised a binding bench, and in the last six months have rebound nearly a

thousand books. We did not attempt to put new covers on any, nor trim the edges, but the product is certainly very strong and serviceable. We bound on tape, and

glued with Gaylord's flexible glue.

"Our Board consists of Messrs. W. J. Hamilton (Chairman), J. A. Underhill (Sec.-treasurer), C. W. Jarvis, J. Whitehurst (Mr. Whitehurst has been on the board ever since it was organized in 1886), D. D. Grant, F. O'Hagan, W. W. Southon, Dr. R. J. Manios and the Mayor, Mr. L. L. Peltier. My assistant is Mrs. Margaret Berggren."

NIAGARA FALLS PUBLIC LIBRARY

The Niagara Falls Public Library Board, feeling their need of a building, at the request of the Board, Mr. W. H. Arison wrote Mr. Carnegie, asking for a grant of \$15,000, with a motion of the City Council, guaranteeing the necessary amount for maintenance.

On Mr. Carnegie promising the amount, a by-law was passed, authorizing the purchase of a site, and a building committee appointed from the Council and Library Board.

Work on the building was begun in July, 1909, and finished in February, 1910, the formal opening taking place on the twenty-second of the month. Cost of

building proper, \$13,894; furniture, \$1,456; site, \$1,200.

The building is of pressed brick, two stories with basement; size of building, 50 x 50 feet. Lundy's Lane Historical Society Museum, 36 x 14 feet; Lecture Room, 27 x 14 feet; Work Room, 17 x 14 feet; Furnace Room, 19 x 14 feet; Coal Room, 9 x 14 feet; Men's Lavatory, 7 x 9 feet; Store Room, 17 x 15 feet.

First Floor.—Vestibule, 8 x 14 feet; General Reading Room, 30 x 23 feet; Children's Room, 30 x 18 feet; Stacks, 14 x 36 feet; Librarian's Office, 14 x 9

feet 6 inches; Lavatory, 8 x 8 feet; Delivery Room, 8 x 20 feet.

Second Floor.—Auditorium, 47 x 32 feet; Board Room, 8 x 10 feet; Reference Room, 15 x 15 feet; Class Room, 15 x 15 feet.

The building is heated by steam, lighted by electricity; wood used for in-

terior and furniture, golden oak. Height of stacks, 7 feet.

Members of Board for 1910: Mr. W. H. Arison, Chairman; L. F. Harrapp, Secretary-Treasurer; Wm. Duncan, Rev. Wm. Bevan, Rev. David A. Moir, Dr. Norman Walker, Louis Drago, J. Cleveland Gates.

Librarian, Miss Mary T. Butters. Assistants, Miss Jessie Geary, Miss Louise

Moore. Use Card Catalogue, Dewey Decimal Classification. No age limit.

INGERSOLL PUBLIC LIBRARY

A public meeting was called in the Council chamber of the town of Ingersoll on November 12th, 1880, to organize a Mechanics' Institute. At this meeting the following officers and directors were elected:

President, James Noxon; Vice-President, Charles H. Slawson; Secretary, N. Hayes; Treasurer, H. Richardson; Directors, R. W. Woodroofe, J. A. Williams, M.D., A. McKay, M.D., R. J. Robertson, Rev. R. N. Grant, W. B. Nelles, J.

Warnock.

The Mechanics' Institute continued to exist in a greater or less degree of efficiency in providing a library for its members until the year 1890, when a Free Library By-law was carried, and the property of the Mechanics' Institute was transferred to the Free Library Board. The first Free Library Board consisted of the following members:



Niagara Falls Public Library.



Ridgeway Public Library.

Chairman, H. I. McDiarmid; Secretary, W. Briden; Treasurer, L. C. Menhennick; H. Richardson, J. Sinclair, G. O'Callaghan, M. J. McDermott, J. McKay,

M. T. Buchanan (Mayor of town).

In the year 1909, on the request of the Town Council, Mr. Andrew Carnegie offered to give a grant of \$10,000 for the erection of a Carnegie Library building. A joint committee, consisting of W. Mills, S. M. Fleety, J. L. Patterson, representing the Council; J. G. Gibson, R. J. Robertson, W. Briden, representing the Library Board, was appointed to take charge of the work.

The Merchants' Bank donated a central lot as a site for the building.

Mr. T. W. Nagle was chosen architect, and J. E. Coulter was awarded the con-

tract for erection of the building, at a cost of \$8,765.00.

Other items of cost were: Plastering basement, \$90.00; electric wiring, \$76.00; electric fixtures, \$127.00; architect's fees, \$550.00; hot water heating plant, \$707.00 (for which the Town Council made a grant sufficient to meet the cost); steel stacks, \$290.00.

The new building has been occupied by the Library since July 1st, 1910. It

is constructed of pressed brick, with stone trimmings.

The Free Library Board for 1910 consists of the following members: J. G. Gibson, Chairman; W. Briden, Secretary; L. C. Menhennick, Treasurer; R. J. Robertson, H. F. McDiarmid, S. King, J. Murphy, J. Moore, and A. McKay, M.D.

LUCKNOW PUBLIC LIBRARY

The building cost in the neighbourhood of \$11,000. Of this amount, Mr. Andrew Carnegie contributed \$7,500, the Corporation paying the balance. The walls of the building to ground floor windows are of concrete blocks, and the superstructure of Milton red pressed brick. The dimensions of the building are 45 feet by 65 feet; of the reading room, 22 feet by 52 feet; of the Board room, 22 feet by 42 feet; of the auditorium, 43 feet by 61 feet. The seating capacity of the auditorium is 500. The furnishings of the reading room—book-racks, tables and chairs—are of quarter-cut oak, supplied by the Lucknow Furniture Co. Mr. A. P. Stewart, of Lucknow, was the architect. The building was erected in 1910. Mr. George H. Smith is the Secretary.

NORTH BAY PUBLIC LIBRARY

At a meeting of the North Bay Board of Trade, held on the first of June, 1895, a committee, Messrs. L. P. Snyder, D. J. McKeown and A. G. Browning, was appointed to arrange for a public meeting to be held in the Court House, for the purpose of discussing the advisability of organizing a Public Library in North Bay, under the Public Library Act of 1895. The Committee waited upon the Mayor, Dr. Carruthers, and a public meeting was held on August 30th. Mr. Wm. Mackenzie acted as Chairman, and Mr. Wm. B. Way as Secretary. Mr. L. P. Snyder, who had been for some time agitating for the formation of a public library, addressed the meeting at length. Other addresses were given by Mr. D. Purvis, President of the Board of Trade; Reverends Bridgman and Young, Messrs. A. G. Browning and D. J. McKeown, and Reverend Father Bloem.

A resolution by Mr. Browning to organize a Public Library and elect a Board

of Management was carried.

At the first meeting of the Board, September 4th, 1895, Mr. A. G. Browning was elected President, Mr. J. M. McNamara Vice-President, and Mr. L. P. Snyder Secretary-Treasurer; constitution and by-laws adopted, and arrangements made for purchase of books and renting of room.

At a Board meeting, 14th August, 1896, a recommendation made by Dr. May, Inspector of Public Libraries, was discussed, when it was moved by W. J. Mill, seconded by D. J. McKeown, that a petition be presented to the Town Council for the appointment of a Board of Management, as provided for in Clause 3 of The Act respecting Public Libraries, and that the Library be made a free Library, and a by-law was passed by the Town Council in accordance with the petition.

In the same year Judge Valin was elected President, and remained in office until 1897. Miss A. Begg was Librarian from the time the Library was organized

until 1909, when Mrs. A. Huntington was appointed.

The present officers of the Board are: Wm. McKenzie, Chairman; A. C. Ames, D. J. McKeown, J. B. McDougall, G. Spencer, A. G. Browning and Judge Valin. A. G. Browning is Secretary-Treasurer.

RUNNYMEDE PUBLIC LIBRARY

(From the Runnymede Booster, November, 1910.)

"Runnymede has reason to be proud of its Public Library. The Library was

organized by a number of public-spirited men on October 15th, 1909.

"Several gentlemen who do not live in Runnymede, but who realize the educational value of a Public Library, subscribed immediately they were asked to do so. The York Township Council made a grant of \$25.00 to help on the good work. The Government Inspector of Public Libraries paid a visit of inspection, and expressed satisfaction with what had been done; the Government grant, though small, was earned, and on Thanksgiving Day of 1910 the first sod of the site upon which the new building is being erected was turned by Mr. Shunk.

"The children revel in their monthly 'Story Hour,' and display an immense

interest in what they see and hear."

Mr. H. M. Wodson, who is entitled to recognition as the father of the movement, in referring to the work in the new Library building, writes that "the members of the Board are all working at night on the building. . . It does my heart good to see how the chaps fall in line. . . It was an awful job to get to the point where the posts went in, but one day among my friends I begged \$20.00 which I took to a special meeting, and said, 'Gentlemen, here's a foundation to your building fund; you must build '—and they are building."

The lessons taught by the story of Ridgeway and Runnymede, which shows what can be accomplished by united action and go, should sink into the hearts of all rural library workers, create a thirst for action in respect to library extension,

and give courage to many a halting country Board.

Mr. Harry Durrant, the enthusiastic Secretary-Librarian, was recently elected Chairman of the York District Library Institute.

SAULT STE. MARIE PUBLIC LIBRARY

On January 13th, 1890, a meeting was called by some of the citizens of Sault Ste. Marie, to consider the matter of forming a Mechanics' Institute in the town. The first officers of the Institute were Moses McFadden, President; Dr. Swan, Secretary, and John Dawson, Treasurer. The membership fee was fixed at \$1.00 and steps taken to raise money to buy books. During the year the sum of \$393.70 was raised by subscriptions, fees, Government grant and grant from the town council.

By March of the first year a room had been obtained, books bought, maganes and papers subscribed for and the Institute started on its way. The Reading om was kept open daily except Sunday from 2 to 5.30 o'clock in the afternoons and from 7 to 10.30 o'clock in the evenings, and the Secretary was made Librarian, and instructed to let the books out on Friday night of each week.

As the years went on it was found that a reading room kept open without roper attention was of little avail, and the number of hours it was kept open was ontinually reduced, until, in 1893, the town council, who owned the room, actually ented it over the head of the Institute and had to be persuaded to reconsider their

ction.

On May 9th, 1894, a permanent Librarian was appointed in the person of liss Vaillancourt, and the Library and reading room were kept open daily. The econd Librarian was Miss Brown, who was succeeded in 1900 by Miss M. L. Champion, the present Librarian, who has done much in the interests of the library by her knowledge of books and the needs of the reading public.

For a number of years the Library was located over the old postoffice.

t was turned out of the quarters to make room for the High School.

This state of affairs led to an application being made to Andrew Carnegie or a grant, and in 1902 the sum of \$10,000 was received by the town to build a Carnegie Library on the usual terms. This Library was built by the town coun-

il, in connection with the new municipal buildings then being erected.

On March 6th, 1907, the Library and Municipal buildings were destroyed by ire, and nothing was saved but some 350 books, which were then in the hands of corrowers. The Library was again driven into temporary and unsatisfactory quarters. As the Library had obtained \$4,500 insurance on the building, an application was immediately made to Mr. Carnegie for an additional grant of \$5,500 or restore the building. This was granted on May 4th, 1908, and steps were mmediately taken to erect the present commodious and satisfactory building. As they have now a building suitable for their purposes, the Public Library Board are directing their attention to the matter of making the Library as useful as it cossibly can be made to the citizens of the town, and more particularly to the many skilled labourers and mechanics engaged in the extensive works under the control of the Lake Superior Corporation.

WALLACEBURG PUBLIC LIBRARY

The Library was completed and opened December, 1907. Material used in building, red brick, trimmed with artificial Roman stone. Woodwork, Georgia pine. Entrance ceiling, oak panel work. Ceilings, first floor, 15 feet; basement, 10 feet, excepting the auditorium, which is 11 feet. All metallic ceilings. Walls,

plaster, covered with three coats paint.

Heated by steam. Fuel, natural gas. Radiators in basement on ceiling, and all heating satisfactory. Town having no water works the water is supplied by pump and gasoline engines. Tables, quarter-cut oak. Stacks, oak; height, 6½ feet; length, 10 feet. Stack room can easily be enlarged. Lighted throughout with electricity, with chandeliers and table lamps. Company furnish electricity free, for town franchise, five years.

"Free access to book room. No age limit. Children's room is very well patronized. In basement there is a men's reading, smoking and checker room, which is also well patronized. A room of this kind should be in all libraries. Have no cast iron rules to make the citizens who patronize it feel as if they were

in prison. The Board contemplates adding technical books along the line of our town industries."

The Library Board consists of the following members: Dr. Mitchell, Chairman; T. B. Dundas, A. B. Carscallen, Capt. J. Scott, A. J. O'Flynn, Harry Smith, Father Brady, Rev. M. C. Tait, Mayor W. J. McDonald.

The Secretary and Librarian is H. E. Johnson, who has held the office since the Library was instituted in 1908; also Dr. Mitchell has been Chairman of the Board ever since.

WALKERVILLE PUBLIC LIBRARY

On May 4th, 1904, the question of instituting a Public Library in the town of Walkerville was submitted to the ratepayers, and they favoured the idea almost unanimously, only eight votes being cast against it. The first Board of Management consisted of Mayor J. E. Dobie, Messrs. D. McKillop, E. C. Russell and H. O. Kerr, appointed by the Municipal Council; and Messrs. H. J. Beaton, J. H. Coburn and C. J. Gardner, appointed by the Public School Board, Mr. Russell, Chairman, and Mr. C. J. Hallowell, Secretary.

In February, 1905, the Board leased quarters in the old Council Chamber, and began delivering books and maintaining a reading room, with Mr. John Edgecombe as Librarian, at which time there were 414 volumes on the shelves.

In April, 1905, the Librarian reported 213 readers on the roll, and a circulation of 726 volumes for that month.

In May, 1905, the Library was moved to the corner of Wyandotte and Kildair Road, owing to the old premises being torn down.

In September, 1906, the Board decided to buy property to build a Library upon at some future time, and purchased one lot in that year, and another adjoining it in 1907, and have now a total frontage of 100 feet on Devonshire Road. The main room is 30 feet by 53 feet, divided into a stack room of 20 feet by 30 feet, and a reading room, 30 feet by 33 feet. The Board also have a Board room, 17 feet by 25 feet. The rooms are well lighted and tastefully decorated, the walls being tinted in light green, and the woodwork and furniture throughout being of flemished oak.

There are at present 4,320 well bound and carefully selected volumes in the Library, and 30 magazines and periodicals are subscribed for monthly. The shelving is of the latest improved type, and the books are catalogued under the Dewey Decimal System, and the Brown Charging System is employed. The circulation is 1,800 volumes per month, and there are 668 readers on the register. The following will show the growth in circulation in this Library since its inception: 1904, none; 1905, 8,166; 1906, 12,782; 1907, 14,481; 1908, 17,627; 1909, 18,167; 1910, 20,000 (approximately).

The following constitute the present Board of Management: W. A. Ridout, Chairman; F. J. Miller, R. H. Revell, O. W. Ribardy, D. McKillop, M. Botsford, O. C. Tillman, Mayor C. L. Chilvers, H. O. Kerr; J. D. Edgecombe, Librarian, and Mr. J. S. Evans, Secretary-Treasurer and Assistant Librarian. The Board intend to erect a handsome and modern Library building as soon as circumstances warrant.

TORONTO PUBLIC LIBRARY

The following interesting information is taken from the account supplied by Mr. George Locke, Chief Librarian:

"The Toronto Public Library is now 27 years old, having been established in 1883. The father of the library, and the man to whom the citizens of Toronto owe a debt which is perhaps not well enough recognized, was the late Mr. John Hallam. Mr. Hallam was one of the few men who in those early days recognized the value of a public library as a means of providing the opportunity of education for those who had left school at an early age in order that they might enter upon their life work. It was owing to his enthusiasm, his pertinacity, and his farsightedness that we have to-day a magnificent library in the City of Toronto. His own library furnished the nucleus, and he was the first Chairman of the Public Library Board. The names of the members of the Board of Management at the first meeting of that Board in 1883 are worth recalling, namely: Mayor Boswell, Messrs. Geo. D'Arcy Boulton, John Hallam, W. H. Knowlton, James Mason, John A. Mills, Wm. Scully, John Taylor and Geo. Wright, M.D.

The Board was fortunate in the selection of its first Librarian, Mr. Jas. Bain, who with Mr. Hallam went to England and selected the books to the extent of \$25,000, and thus were enabled to report at the close of the first year a Circulating Library of some 150,000 volumes. The quarter of a century during which Mr. Bain was Librarian was marked by continuous additions of books relating particularly to the early history of Canada and to the fine arts, and there has developed a Reference Department which places that Department at the head of all the libraries of Canada. . . . The departments of Biography, Geography, History, and Travel contain the best books that have been published

during all these years. . . .

Toronto early adopted the Branch Library system, and in old St. Paul's Hall (in what was then Yorkville), and Bolton Avenue across the Don, and on Dundas Street (in what was then Parkdale) Branch Libraries were established.

. . . But, they were little better than reading rooms until the donation of Mr. Andrew Carnegie, in 1903, of \$350,000 for the Development of a Reference Library and Branches brought new life and power to the branch system. Today the City of Toronto has the old Central Circulating Library on the corner of Church and Adelaide Streets, with its 40,000 volumes; a Reference Library on the corner of College and St. George Streets with 80,000 volumes and a Reading Room accommodating 300 readers, and unsurpassed for beauty and comfort. . . .

With the Reference Library is the College Street Branch, which rivals in circulation the Central Library, and has a Children's Room, where some 30,000 books a year are circulated to children alone. To this Library come children from the Public Schools to be assisted in their debates and lessons, . . . under the care of a special children's Librarian. The number of reference books alone used by these children runs sometimes as high as 2,000 a month. The seating accommodation is 75, and very often extra benches have to be brought in. This is a feature which is being developed with all Branch Libraries of the city, and bids fair to rival the attractions of the moving picture shows. . . .

It is worth while to see the interest that is displayed in this room and in the stereoscopic views, and the long line of children awaiting their turn to have the

geographical map puzzles handed out to them for solution.

The Yorkville Avenue Branch, on Yorkville Avenue, west of Yonge Street, was the first built with Mr. Carnegie's money. It contains the books that were in St. Paul's Hall. . . . It takes care of the people of the middle northern district of the city.

The Branch at the corner of Queen and Lisgar Streets absorbed the old St. Andrew's Market and the Dundas Street Branches. It is a splendid modern building and is largely patronized by the people in that middle western section.

When the City of West Toronto was annexed there was in process of com-

pletion a library on Annette Street, the money for which was given by Mr. Carnegie. The Toronto Public Library completed the building and there is now in the extreme west portion of our city an excellent Branch, thanks to the energy of Mr. A. B. Rice and his fellow members of the old West Toronto Library Board.

The latest of the Branches, and the one which completes the donation of Mr. Carnegie, was lately opened on the corner of Gerrard Street and Broadview Avenue, and is called the Riverdale Branch. It absorbed the old Bolton Avenue Branch. This building is constructed on a new plan, so as to provide for economic supervision and has "radiating stacks." It is the best arranged library in the city. . . . The connection between the school work in Riverdale and the Library work is being well worked out, owing to the co-operation of the teachers of the Riverdale schools with the Librarian.

It is altogether possible that there will have to be three other Branches constructed, as three sections of the city are very actively demanding attention from the Public Library Board. These are East Toronto and the Beaches, north in Deer Park and vicinity, and the north-west portion of the city, all without library facilities. . . . But there is no money for construction, the ever present consideration of maintenance charges has to be considered before more branches can be established. Deposit stations may be organized and the experiment will be tried in Deer Park. . . .

The Reference Library is really the heart of the system, a distinctly educational institution. It has practically all the encyclopædias in the English language, as well as some in foreign languages; it has a collection of art books valued at thousands of dollars, and on the walls of its reading rooms, accessible to anybody, are 4,000 of the most useful of the books in the various departments of knowledge. It has also a collection which seems to be known to but a few who appreciate its value, namely, some 15,000 British, American and Canadian patents. It is the only place in Canada outside of the Patent Office at Ottawa where a complete collection of British patents may be seen, and lately there have been added to this collection complete finding lists of the British Patent Office.

The whole of the Reference Library is being classified and card catalogued by a department of experts, and it will soon be possible in this city to point to one of the most completely catalogued and accessible libraries in Canada. . . .

Reference has been made to the collection on the open shelves of the great Reading Room, to the thousands of books in the stack room, all being card catalogued and now accessible to the public, but special mention ought to be made of the 27,000 bound volumes of periodicals which form one of the most valuable Reference Libraries which one could imagine. Here may be seen complete sets of most of the important periodicals of the day, the value of which can hardly be estimated for the man who is looking up information in regard to a special department of knowledge. The interest of the Library in Canadiana is being kept up, and the extra illustrated editions of Canadian works form one of the greatest treasures in the Library. . . .

A collection of bound newspapers are kept in what is known as the "Newspaper Room," complete files of the local daily papers, and many of the papers of Ontario and Canada. There are over 700 volumes of these.

The system of registration has been completely changed. . . . Any resident of the city whose name is in the directory may procure at a library a ticket which allows him to take from the Library two books at a time, provided but one of them is fiction. If his name is not in the directory he is asked to have his

application countersigned by some one whose name is. . . . The ticket which the borrower procures is good at any Library in the city, and not restricted to

that Library at which he registers . . .

The shelves of the Circulating Library are open to the public, that they are permitted to enter and examine the books and then decide which books they wish to take home. Open access is gradually being introduced in all the branches, and is in operation also in the Central Library at Church Street. . . . In the main the results have been satisfactory, and hundreds of people who never before came to the Library are now enrolled as borrowers. The philosophy of the movement might be summed up as a proverb from "Life," to the effect that "A book in the hand is worth two in the catalogue."

The circulation of books throughout the city is increasing very rapidly. . . . The increase in the use of books in the Reference Library in eighteen months is sevenfold, where 150 books was the daily average a year ago it is now 1,000 books a day, which justifies the statement that the Reference Library is the heart of the

system and that it is a great educational institution.

Most of the Circulating Libraries are open from 9 o'clock in the morning

until 9 at night. The Reference Library from 10 until 9.30.

The Library receives the best books that are published in the English language, and it has been adding during the past year French, German, Spanish, Italian and Yiddish books. It is supported by a revenue of one-quarter of a mill on the dollar. This means, that if a man is assessed for \$1,000, he paid last year \$17.25 for all other purposes, and 25 cents towards the Public Library. In all other cities of Ontario the rate is one-half mill on the dollar. . . .

A tribute should be paid to the members of the Public Library Board who serve the interests of the people without any remuneration and without patronage. Explanation of the latter term is, that all positions for assistants in the Public Library service are filled after examination, and the persons are chosen in the

order in which they pass this examination.

The members of the present Board are:—A. E. Huestis, Chairman; His Worship the Mayor; Hon. Sir Glenholme Falconbridge; W. T. J. Lee; T. W. Banton; Norman B. Gash, K.C.; Hugh T. Kelly, K.C.; John Turnbull and Thos. W. Self.

Chief Librarian—George H. Locke. Assistant Librarian—E. S. Caswell."

ADDITIONAL FACTS

The appended additional facts, the results of research among city records by the Inspector of Public Libraries, or in part communicated, emphasize certain incidents and throw light upon other men's endeavours only touched upon in Mr. Locke's interesting account. Without more extended reference to Mr.

Hallam's chief associates, the story would hardly be complete.

While the late Mr. John Hallam is certainly deserving of the title of "The Father of the Public Library in Toronto," for it was owing to his efforts that legislation was passed providing for such; it is also to the late Mr. John Taylor and to Colonel James Mason that the ultimate starting of the Toronto Library is equally due. Both worked hard to have the by-law carried by the people. This entailed much time and expense, for the public was not favourably disposed. When application was at last made to the City Council for a grant of \$50,000 to enable the trustees to purchase books, etc., to start the Library, the then Mayor, ex-officio a member of the Library Board, was not in favour of giving the grant. The matter was in



Regina Public Library. Reference Room.



City Hall and Public Library, Regina, Saskatchewan.



Fort Frances City Hall and Public Library.

he hands of the Executive Committee, numbering probably one-half of the whole City Council. 'The late Mr. H. E. Clarke, Chairman of this Committee, was also opposed to aiding the starting of the Library. Confronted with such opposition, Mr. Hallam, meeting with no success in his repeated efforts to obtain the grant, appealed to Colonel Mason to interview the Committee. At this time the latter was President of the Toronto Mechanics' Institute, a Subscription Library, the members of which consisted of annual subscribers and life members. The Institute owned the building on the corner of Adelaide and Church Streets, where the Central Library now is. It had a very fair collection of about 7,000 books, including some rather rare and valuable volumes. When the Free Library by-law was passed, it was felt it would be difficult to longer maintain the Institute in the face of the fact that the establishment of a Free Library meant a much better collection of books, newspapers and periodicals than the Institute Library could afford. At a full meeting of the members of the Institute, Colonel Mason proposed that they should hand over to the City of Toronto all their property, consisting of the building and its contents. After some opposition, he succeeded in obtaining full assent, and was authorized to make the conveyance to the city. Though the building had a mortgage upon it there was a large equity besides. When an appeal for the Public Library was made by Colonel Mason at a full meeting of the Executive Committee of the City Council, it became apparent that Mr. Hallam had not clearly presented the case. While most of the members were won over the leaders remained obdurate. To bring the matter to an issue, the President of the Mechanics' Institute, formally tendered to the city the gift of all its property for the purpose of establishing a Free Library. This had the desired effect. Such a gift could not well be refused. Having accepted it, there was only one thing left for the Committee to do, which was to recommend payment of the grant that had been asked for. This was done and the Toronto Public Library became an accomplished fact.

When the Mechanics' Institute passed out of existence in the manner described, the members presented Colonel Mason, its President, with an illuminated address. On the occasion of his retirement after two years' chairmanship of the Board of the New Library he was again presented with an address by the Board of

Trustees.

It is well that the patrons of the present magnificent Public Library of Toronto should know of the important initial work carried out by such an advocate of library extension as Colonel James Mason.

In a letter to the press, January 22, 1909, Colonel Mason strongly urged as "a duty on the part of the trustees" the placing of a portrait of Mr. Hallam along-

side that of Mr. Bain in the New Library Building.

NEW LIBRARIES IN THE WESTERN PROVINCES

REGINA PUBLIC LIBRARY, REGINA, SASK.

The active work of organizing the library was started on the 1st of August, 1908, when Mr. R. J. C. Honeyman was appointed to the position of Secretary-Treasurer of the Library Board and Librarian.

The revenue for 1909 was \$15,258, of which \$200 was from the Government and \$8,200 from the city. Of this \$4,060 was expended on books and \$2,068 on

salaries.

During the year the Board took up the matter of securing a site for a permanent library building, and after careful investigation it was decided to purchase

lots 33, 34, 35, 36, 37 and 38 in block 344. By this transaction the Board cam into possession of a magnificent site with 150 feet frontage on the west side o Victoria Park. The Library Board is now in correspondence with the representative of Mr. Andrew Carnegie with a view to obtaining assistance in the erection of a building which will be a credit to Regina.

All the office work of the Board and Library has so far been done by Mi

J. R. C. Honeyman, Secretary-Treasurer, without assistance.

As will be seen by the illustration on another page the Public Library has, a present, commodious quarters in the City Hall.

In response to requests I have been able to supply Mr. Honeyman with descriptive and printed matter relating to the Travelling Library system of Ontario and with other information which has apparently been of service.

WINNIPEG PUBLIC LIBRARY, MANITOBA

In compliance with my request Mr. J. H. McCarthy supplied me with a very interesting report of the Winnipeg Carnegie Library from which the following extracts are taken:

"During the year 1908 the number of books borrowed for home reading reached 298,783. In 1909, the number borrowed was 316,280. Of this number slightly over 70 per cent. was fiction, the rest non-fiction." It is stated that compared with the circulation of Public Libraries in other Canadian cities, Winnipeg stands easily second. "One comparison," writes the librarian, "will be of interest. The figures for the Toronto Public Library for 1908 show that last year over five-sixths as many books were loaned by the Winnipeg Public Library as by its esteemed eastern contemporary. And when it is considered that Toronto has the premier municipal library of Canada, and a public long educated to the use of the same, the comparison is very creditable to our own city."

The educational efficiency of the Reference Library has been steadily increased Complete sets of the leading English and American magazines for several year past have been secured and arranged in bound volumes. All the contents of these are contained in one index, and form an invaluable history of current events and

of recent years.

In the technical section books generally required by the skilled workman, such as works on carpentry, masonry, reinforced concrete, shop work, etc. The increasing enquiries for information on agricultural topics has made it important to establish an adequate agricultural section. The taking over of the library of the Historical Society has added a valuable store of western history. The Juvenile Department now contains 5,000 volumes, and has a reading room well supplied with magazines and papers, is daily well filled with an orderly company of little folks.

Five branch depots have been organized in the suburban districts, and books required are delivered once a week from the main library to the branch depots until such time as the growth of the city will warrant the equipment of regular branch libraries. Libraries to meet requirements are also being maintained at the General Hospital, Newsboys' Club and All Peoples' Mission where every book is

read on the average once per month.

The results so far are excellent, showing that every book in these school libraries has been read on the average two and one-half times in each month. Winnipeg Library receives no Legislative grant.

The number of books loaned in the circulation department has increased in five years from 40,000 to nearly 350,000 in 1910.

Books in Library, 37,000. Estimated attendance at main Library, 600,000.

RIDGEWAY PUBLIC LIBRARY.

Walas .

"HOW WE STARTED OUR LIBRARY ON MODERN LINES"

(Paper read by Dr. Geo. B. Snyder, Ridgeway, Ont., at the Library Institute held at Niagara Falls on October 14th, 1910.)

Previous to 1909 our Public Library books were housed in an unused room of the Public School of Ridgeway, which room had from the inception of our Library been at our disposal free of all charge.

During the summer of 1908 we were notified that on account of the increase of school attendance a new teacher was necessary, and the school-room then used

for the Public Library would be required for school purposes.

The crisis had come, as it comes in every enterprise at one time or another, and we had to face it. We had then to go up, or back down. It meant for us to go to work and boom our Library, or sit still and see it go to pieces. The latter seemed the easier course.

The Board discussed the matter among themselves and also among the townspeople. All were unanimous that it would be good to have better library conditions. None wanted to close up the institution, but most were pessimistic as to our ability to secure what we would like. We are an unincorporated village of 600 population, and only able so far to secure an annual grant of \$25 from our Township Council.

About that time the 1908 Niagara Library Institute was held and Mr. William Collard and Dr. G. B. Snyder were sent as delegates to the Institute. They attended the Institute and returned to their Library Board with more

enthusiasm.

The Board met, heard their reports, and discussed the needs of a new library building, and a new system of cataloguing the books and of lending the books. Many plans were suggested and Mr. Andrew Carnegie was asked for assistance, and he answered us as follows: "Mr. Carnegie only includes in his field the erection of Free Public Library Buildings where such are needed. He does not think that a village of 600 needs a special library building, but that accommodation might be rented to serve the purpose." This, instead of hurting our cause, helped us; for it made us somewhat indignant, and we decided there and then to have a new library building of some kind if the Board had to pay for it themselves. That point decided the ball began to roll more easily.

The Board decided it would be wise to call a public meeting and lay the whole matter before the people who were to use the library. Accordingly we put notices of the meeting in the local papers; also talked up the matter with as many as we could in the meantime. At the public meeting about thirty people were present and the whole matter was gone into, and everybody began to be interested. Committees, including members of the Board and also the general public were appointed to investigate certain points, and report at a public meeting to be held a couple of weeks later. The chairman of each commmittee was a member of the Library Board. One committee was to draught rough plans, and present rough estimates of three or four buildings which might suit our purpose, these ranging

in price from \$400 to \$1,200. Another committee was to find out as well as they could what money could likely be raised by subscription, and another was to look

up a suitable location.

During the week the investigation of these matters increased the interest, and a good sized and enthusiastic meeting was held. The committees were also enthusiastic. The property committee reported that a gentleman had offered a beautiful piece of property in the best part of the village, and would give the deed of the land to the Public Library. This we valued at, at least \$100 or \$150. All other suggestions were passed over and this offer accepted at once. The money committee reported that a number of \$50 subscriptions could be obtained, and a large number of \$25, and indeed, nearly every one was willing to help in some way. Many offered to subscribe \$20, \$10, or \$5 in work, carpenter work, labor, teaming etc. Then the committee of plans and estimates showed us some plans and estimated costs. It was decided at that meeting to build a new library on the lot offered free, and from the information given by the committee we decided we could raise \$800 and we would build accordingly; and accepted a certain plan, bungalow in style. This was about December 1st, 1908, and we decided to appoint committees and get right to work.

A building committee was appointed and the construction was commenced immediately. We also appointed a subscription committee of enthusiastic men who would hustle. They raised cash subscriptions amounting to \$860, labor subscriptions, \$151, and we valued the lot at \$100, making a total of \$1,111. We were well pleased and were satisfied that we could complete our building and have some money to spare, and still leave our regular annual income for its regular purpose. And this regular annual income and expenditure of our Library is approximately made up as follows:—

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R	ec	er	p	ts

in the state of th		
Fees from cards and fines	\$23	00
Government grant	42	00
Annual Library Concert	35	00
Annual Township Grant	25	00
Annual Grant from the School Board of the Section		00
_	\$ 150	00
Expenditures,	Ψ100	
The portage are co.		
Librarian at \$3.00 per month	\$36	00
Books purchased each year	84	00
Fire insurance, postage, stationary, cleaning, and other		
general expenses	30	00
_		
	\$150	00

So, you see, we could not well afford to interfere with our regular annual income, therefore we protected it.

So, then, the men who had been delegates to the Library Institute began to ask that the library books be recatalogued according to the Dewey Decimal and Cutter Systems, and to have the card catalogue system adopted, and to have a new recording system for loaning out the books. Some of our more cautious members at first objected, for fear that we would have a debt on the library, but finally consented, and it was decided to get Miss Schmidt, of the Library Bureau, to do the work for us. We conferred with the bureau, and although their price seemed

high, we arranged to have Miss Schmidt come and help us till the work was done. We did not know at that time that the Government would have done part of this work free for us, or we might have saved a lot of this expense.

But here we got a lot of help, for our young ladies were pressed into the work, and subscribed so many dollars worth of work each to help Miss Schmidt paste labels in the books, number the books, fill in the Accession Book, and typewrite the cards, etc. Allowing each girl \$1.00 per day for work done, these young ladies performed work to the amount of \$64, which, along with some other outside donations, brought our total subscription list up to about \$1,200. We tried to credit every person publicly with the value of subscription or work given.

Our building was completed, our books were sorted, and about one hundred and fifty discarded and destroyed, one hundred and fifty were put out for rebinding, and about sixteen hundred recatalogued and placed on the shelves for use.

We secured a small, one-drawer shelf list cabinet for the shelf, and also a six-drawer card cabinet for card catalogue for general use, costing \$15.00; also cards for the cabinets and the necessary books required as aids in cataloguing, such as the Accession Book, the Cutter Alphabetic Order Book, the A. L. A. List of Subject Headings, and the Dewey Classification and Index Book, costing \$15.00. These, added to the time of Miss Schmidt for the work of cataloguing, \$81.00, and Miss Schmidt's board bill, \$10.00, and including the value of the work done by the young ladies, \$64.00, makes the total cost of cataloguing and necessary supplies amount to \$185.00.

The size of our building is thirty-six feet long and twenty feet wide. It is of bungalow type, as shown in the photograph on another page. The complete cost of the building, painted and with granolithic sidewalk, was \$900.00 The front room is well lighted, with windows and gas lights, and is twenty feet long by twenty feet wide. This room has tables and chairs and is used as a reading-room.

The back room is sixteen feet long by twenty feet wide, and is used as a stack room. There is a door for passing through to the stack room, and readers are permitted to enter the stack room and examine the books if they desire to. There is a large wicket through the wall that divides the two rooms, and the Librarian's desk is in the stack room directly in front of the wicket, so that the Librarian has full view of both rooms at all times.

In concluding I would draw particular attention to the following points:-

(1) Send your delegates to the Library Institute to work up enthusiasm.

(2) If you do not boom your library it will get behind the times.

(3) Enthusiasm in the Board is the first requirement if you want to raise funds to build or improve your library.

(4) Get the public interested in your cause. Call public meetings.

(5) In raising money or work, credit every person publicly.

(6) When you are at the job, do it up completely. Do not leave one part shabby. Our efforts realized as follows:—

Lot	\$100	0.0
Building	900	00
Cataloguing and Supplies		00
	1.200	00

We have a neat, tidy and efficient little library all our own, and all paid for by ourselves, and we are very proud of it.

Walter R. Nursey, Inspector of Public Libraries, paid us the following compliment: 'You are deserving of great credit for having no debt against your building or your books. This speaks volumes for the enterprise of the Ridgeway community.'"

STRUGGLING AND DORMANT LIBRARIES

As no Annual Reports were received by the Inspector from several libraries prior to October, the following letter was addressed to the Secretary of every Library that had been remiss, urging him to send in his report without delay in order that if possible the library might be retained upon the list of the living.

COPY OF INSPECTOR'S LETTER

"The fiscal year of the Department of Education ends on October 31st. Up to the date of writing to you no annual report of the proceedings of your Library has reached this office, as called for by the Public Libraries Act.

"The Minister of Education is desirous that every Library in the Province no matter whether closed or not, and particularly in the case of a library struggling to overcome difficulties, should send in a report—even if the information given is ever so little, showing its condition at the present time.

"(1) What funds are in hand, if any, and in whose custody?
"(2) What are the outstanding liabilities or assets, if any?

"(3) When were the last money grants received from either the Government or the Municipality?

"(4) State the number of books owned by the Library, where they now are,

and in whose custody.

"(5) Give all other particulars, no matter how trivial they may seem, with the names in full of the last Chairman and Secretary of the Board and Librarian.

"(6) Name the causes to which you attribute your present unsatisfactory condition.

"The Minister of Education is desirous of extending aid to all Libraries deserving the same.

"To obtain consideration you must do your part at once."

LIST OF PUBLIC LIBRARIES TO WHICH COPIES OF THE ABOVE CIRCULAR OR OTHER LETTERS WERE ADDRESSED, SHOWING THOSE WHICH REPLIED AND THOSE WHICH DID NOT:

Name of Library.	County.	Library Institute.	Replied to or not.
Allan's Mills	Lanark	Eastern	No.
Avonmore	Stormont	Eastern	No.
Ayton	Grey	Georgian	No.
Badjeros	Grey	Georgian	Yes.
Belmont	Middlesex	London	Yes.
Bervie	Bruce	Stratford	No.
Brigden	Lambton	Chatham	No.
Callender	Parry Sound	Georgian	No.
Cayuga	Haldimand	Brantford	No.
Chesterville (burned)	Dundas	Eastern	
Chapleau	Algoma	Georgian	No.
Cobden	Renfrew	Eastern	Yes.
Cold Springs	Northumberland	Belleville	No.
Coldwater	Simcoe	Georgian	Yes.
Corkery	Carleton	Eastern	No.
Douglas	Renfrew	Eastern	Yes.
Dromore	Grey	Georgian	Yes.
Dryden	Rainy River	Georgian	Yes.
Duart	Kent	Chatham	No.
Dundalk	Grey	Georgian	No.
Emsdale	Parry Sound	Georgian	No.
Fort Frances	Rainy River	Georgian	Yes.
Gore Bay	Algoma	Georgian	No.
Gravenhurst	Muskoka	Lindsay	Yes.
Harrington	Oxford	Brantford	No.
Hawkesbury	Prescott	Eastern	Yes,
Hillsdale	Simcoe	Georgian	No.
Iroquois	Dundas	Eastern	No.
King	York	London	No.
Lucan	Middlesex	Georgian	No.
Manitowaning	Algoma	York	Yes.
Maple	York	Eastern	Yes.
Merrickville	Russell	Eastern	Yes.
Metcalfe Napanee Mills (Strathcona)	Lennox and Addington	Belleville	Yes.
** -	Middlesex	London	Yes.
Newbury Oil Springs	Lambton	Chatham	No.
Oxford Mills	Grenville	Eastern	No.
Pinkerton	Bruce	Stratford	No.
Poland	Lanark	Eastern	Yes.
Port Rowan	Norfolk	Brantford	Yes.
Priceville	Grev	Georgian	Yes.
Queensville	York	York	No.
Rockwood	Wellington	Guelph	No.
Rodnev	Elgin	London	No.
Rosseau	Parry Sound	Georgian	Yes.
Schomberg	York	York	No.
Schreiber	Rainy River	Georgian	No.
Singhampton	Simcoe	Georgian	No.
Sturgeon Falls	Nipissing	Georgian	No.
Sunnidale (New Lowell)	Simcoe	Georgian	No.
Tamworth	Lennox and Addington	Belleville	No.
Thamesford	Oxford	Stratford	No.
Thessalon	Algoma	Georgian	No.
Tottenham	Simcoe	Georgian	Yes.
Thornhill	York	York	Yes.
Trout Creek	Parry Sound	Georgian	Yes.
Watson's Corners	Lanark	Eastern	No.
Westport	Leeds	Eastern	No. No.
Woodbridge	York	York	2.7
Wyoming	Lambton	Chatham	140.
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22 are in the Georgian Institute District.
Of the above Libraries
                        14
                              *6
                                      Eastern "
                           6.6
                                                              1.6
                         6
                                      York
                         4
                                      Chatham
                                                              6.6
                                66
                            6.6
                                      London
                            6.6
                                 6.6
                                     Belleville
                                 6.6
                                     Brantford
                                6.6
                           6.6
                                                    6.6
                                      Stratford
                         1 " "
                                                    6.6
                                                              6.6
                                      Guelph
                         1
                           6.6
                                6.6
                                      Lindsay
            Total..... 61
   Of these 61 Libraries 23 replied to the circular and 38 sent no answer.
   Of these 38-12 are in the Georgian Institute District.
                            " Eastern " York
                       6.6
                            " Chatham
                           " London
" Belleville
" Brantford
                      6.6
                      4.6
                               Brantford
                          " Stratford
                  l is
                           " Guelph
                                           6.6
                            " Lindsay
                                           6.6
        Total... 38
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It would be instructive to know what steps the district officers of the above ten Library Institutes have taken to ascertain the conditions of the several libraries in their respective districts, as noted above, especially those that have not reported.

In the case of the Georgian District there are, of course, many in the north-west portion of the country adjoining, that up to the present are not embraced in any district, but are now included for grouping purposes.

SUMMARY OF INFORMATION RECEIVED

Alliston.—Library closed. Books placed in school library without authority, and will remain there until the Inspector calls.

Bunyan.—Miss May McCree, Secretary and Treasurer, stated it was impossible to complete the report of the Bunyan Library returned for correction owing to the reports and ledgers, etc., having been destroyed in fire which burned previous secretary's residence. Balance on hand was quoted at \$21.90, assets \$350.00, and no liabilities. On January 1st, 1910, \$5.50 in the treasury. Impossible on statements received to give any grant. Library was organized twelve years ago. Much interest then taken. Since then many entire families have gone west. At present 869 books, but few readers. Premises in basement of schoolhouse too small. Trustees of schoolhouse not kindly disposed. "Some people not sufficiently educated to observe beneficial results of a library." Have \$50.00 to credit in bank. Received much help from Library Institutes. Library seems to be declining despite all efforts.

Bruce Mines.—No report received. Expect to reorganize library.

Burford.—After a personal visit with Judge Hardy to this library arrangements were made for its reorganization. This has been accomplished, and a grant of \$25.00 promised.

Cobden.—Library closed two years. Books boxed up awaiting reorganization. Coldwater.—Circular replied to as follows: No funds. No liabilities or assets. No grant from Government since 1902. Books to the number of 1,811 are housed in a room over Millard's drug store. The names of last officers are:

H. L. Lovering, Chairman; Rev. J. H. Sheppard, Secretary; C. G. Millard, Librarian. Unsatisfactory condition attributed to lack of public interest and insufficient funds to provide accommodation or remunerate librarian. Ask the Inspector to visit and interview Village Council, when it is believed new

quarters could be arranged for.

Douglas.—Circular answered by Geo. A. McNab, ex-Secretary. Causes given for collapse of library as follows: "The cause for the present condition of the library is undoubtedly as follows: When our library was organized the Government made a grant annually equal to the amount spent in books by the library the year before. A few years ago this was changed to make the grant equal to that part of the amount spent in books which was raised locally. In as much as it took all the money we could raise locally to pay the running expenses of the library, it is not hard to account for the present unfortunate condition of it.

"We tried many expedients in order to get money to keep it going, such as entertainments, socials, etc., but without avail. So that at the present moment

we have a well chosen library of 1,000 volumes of no use to anyone.

"Suggest that the grant for small libraries be put on the former basis. I understand the privilege was abused, but this was mainly by large libraries ambitious for all the new books. These libraries did not really need the grant as much as the small ones."

Deer Park.—Report returned for correction, but not remailed up to the present time. Had this been done the library would probably have been entitled to a grant of \$5.84 on books, \$10.00 on account of annual receipts, and possibly something on the reading room. It is expecting to be taken over by Toronto.

Dromore.—In reply to circular the librarian, J. N. Findlay, reported no funds on hand; no liabilities or assets; last government grant in 1904; the books —577—now stored in general store in custody of storekeeper, and books are stored on shelves free of access. For past two years no fee has been charged. Insurance been paid by two interested parties. "There are practically no readers, the taste for reading having vanished principally owing to the lack of time, and the rush for making money."

Dryden.—No report for 1909, but library was reorganized in 1910, and has

now a membership of 70.

Hawkesville.—No report received.

Kinburn.—"Public Library defunct. Books sold to school board." This

latter was done without authority.

Maple.—No annual report. Adrian Kellough writes they lack funds; 2,000 volumes on hand. Things were looking brighter. Concert was to be given.

Grant of \$5.00 paid on elastic interpretation of Act.

Merrickville.—No report for two years, but an account was rendered in 1910 for \$101.20 for printing a new catalogue! Mr. J. Johnston, the librarian, wrote a letter actually expecting a grant on the cost of this catalogue without rendering any report or any statement.

Marlbank.—Certain invoices were mailed to the Department, but no report was sent in though twice written for. Marlbank would probably have been entitled

to \$28.00 if the annual report had been rendered.

Markdale.—No report was rendered, but application was made for the services

of the official cataloguer.

Metcalfe.—No report since 1906. In reply to circular Mr. F. Iveson reported no funds on hand, liabilities \$50.00, assets \$12.00, last Government grant 1906, estimates number of books at 600. Last officers of library: Rev. S. A. Woods.

Chairman; F. Iveson, Secretary; J. M. Goodwillie, Treasurer; Mrs. A. Quail, Librarian. "Cause of failure, excessive liabilities incurred by fitting up a new room and big rent." Books in possession of Mr. Iveson.

Priceville.—Circular answered. Library closed for two years. Nothing doing according to letter from Ivan Dixon, M.B. Rev. J. A. Matheson writes that "they

have a good library of books."

Point Edward.—Report forwarded for correction not returned, otherwise a

grant of \$15.00 might have been paid.

Poland.—Circular replied to. Library dormant. Books have all been read. No interest taken. Library in care of storekeeper, Mr. J. A. Paull. Owe late librarian \$16.00. Membership of three at 25c. each!

Rosseau.—Public Library closed February, 1909. Books insured for \$150.00, and transferred to schoolhouse. Mr. Wm. Ditchburn, ex-Chairman of Public Library, states that the only funds on hand were from a concert given in 1907. Balance now on hand, \$20.99. States that teachers have charge of books. Exacts small fee from strangers and a deposit of \$1.00 for safe return.

Relessey.—Annual report forwarded to Mrs. R. G. Mills for correction. Not since returned. Had this been done Relessey would apparently have been entitled

to small grant.

Runnymede.—A library was organized third week in November, 1909, and a grant paid. In December, 1909, a library specially erected for the purpose was

opened. A most progressive library.

Trenton.—Annual report received late in the year and returned for correction. Not received again until December 1st. Had report been rendered sooner Trenton would doubtless have been entitled to a grant, as its total receipts for the year were \$369.31, and while it expended nothing on books it expended \$26.40 on magazines, and had a balance on hand on the 31st of December, 1909, of \$70.71. Neglect in this matter is doubtless owing to the library having moved into new quarters and, hence, postponement of rendering report.

Trout Creek .- A struggling library a few miles from North Bay. An incom-

plete report received but no aid could be extended.

Thornhill.—Mr. J. E. Francis in response to circular reports as follows: No funds on hand. No liabilities or assets. Last grant received three years ago. Library of 200 books stored in village hall in care of J. E. Francis. Last officers: Wm. Welsh, Chairman; J. E. Francis, Secretary. Present condition attributed to lack of interest by public in an unincorporated village situated in two townships. The townships want stirring up. Mr. Francis has more than done his part.

"The mission of the small library should no longer be that of a mere place of reference for the educated, or a resort for natural book lovers. It must change from the sought to the seeking. It should stretch out its hands to draw in, to interest and educate, not content to be passive any longer, but eager, active and

aggressive."

NOTES ON OTHER LIBRARIES NOT INCLUDED IN ABOVE

Bayham.—This Library, which is supposed to be supported by the farmers, does not get sufficient subscriptions from these patrons even to pay the Librarian's salary. It contains 739 volumes, valued at \$375. It is situated in the London Institute District.

Belfountain.—Has had a disagreement with the Public School Trustees, who apparently declined to comply with their promise to contribute to the support of the Library.

Brussels.—Has a new Carnegie Library which was opened on January 14th,

1910. It received a grant of \$7,000.

Chesterville.—Owing to a bad fire in the place, the Library was seriously damaged in April, 1909. It has a balance of \$350 in the bank and intends to reorganize.

Colborne.—Was in debt previous to 1909, but is now clear and is buying books for cash. Deserves every encouragement. Travelling Libraries have been sent to

the "Men's Club."

Cookstown.—Reports that it is in debt \$300. It is situated at the corner of four townships and is incorporated as a police village. It has 1,550 books. It wants more books but finds itself in a peculiar position.

Embro.—Gave an excursion, upon which there was a deficit.

Grimsby.—Has made application for \$8,000 from the Carnegie fund.

Haileybury.—A re-organized Library, which purchased an edition of the Encyclopædia Americana for \$72.00, but without first obtaining under the Regulations the assent required from the Department of Education.

Marthaville (Coplestone).—Has a population of 281 within a radius of a mile. Has 1,200 books. The Librarian, Mrs. Robert Parker, deserves much credit, but "the Municipality is not at all disposed to give any grants."

Mitchell.—Has been promised a donation of \$6,000 from Andrew Carnegie.

Morrisburg.—Is in a somewhat similar position in regard to its records as Thessalon, the former secretary having carried away the Minute Book. The Rev. Mr. Morrison and several of the lady citizens, notably Miss Merkley and Miss Farlinger, deserve unstinted praise for their "manual" as well as intellectual aid. It was at a public meeting here that a temporary resident invited condemnation by stating that Ottawa, Brockville and Cornwall had been "cursed" by the establishment of Carnegie Libraries—an unwise assertion, promptly repudiated by the towns interested.

New Liskeard.—Was organized in April, 1909. Its Librarian, Mr. R. G. Howie, deserves great credit for his deep interest in the work. This Library was

formerly Hillsview.

Pakenham.—Owing to the removal from town of the late secretary and the fact that it was burned out on January 1st, 1910, has placed it in a very awkward position. It has, however, \$400 to its credit on account of insurance.

Petrolea.—This library has been closed for lack of funds. It was written to,

urging it to report all its circumstances, but no report has been received.

Port Dover.—Considering the advisability of becoming a Free Public Library. Shakespeare.—Is most anxious to have its 1,600 books repaired.

Simcoe.—A difference of opinion arose between the Town Council and the Library Board re the selection of a site for the new Library. Amicably adjusted.

Strathcona, formerly Napanee Mills.—It has been reported that Napanee Mills received a cash donation of \$1,000 from Lord Strathcona, and changed its name. A return (not duly "declared") was received from Strathcona for the year ending 31st. Dec., 1910. The population of the place is about 400. This return shows a cash balance on hand of \$802.00. The expenditures were \$2.00 on account of rent, light and heating; \$10.00 salary to Librarian; \$2.00 insurance on books. Neither books or papers were bought during the year. The Library has been kept open from 7 to 9 p.m. on Wednesdays only. The Library contains 314 books, of which the circulation was given as 103 among 50 borrowers. This Library evidently needs looking after.

Thessalon.—Unfortunately lost its record books through a former neglectful secretary and had difficulty in preparing its report.

Thorold.—Has been promised a Carnegie grant of \$10,000.

CLASSIFYING AND CATALOGUING

The need of cataloguing all the libraries of Ontario uniformly in accordance with one of the modern systems and the discarding of the not up-to-date printed catalogue, suggested to the Minister of Education the necessity for securing a skilled cataloguer for a limited time for the purpose of introducing the card system in those libraries desirous of adopting the same, and instructing librarians in the work. The expense of securing such an expert heretofore, who had to be obtained from the United States, the work being of a technical character, was very costly, and far beyond the means of the ordinary public library to supply.

Recognizing the importance of the Children's section in the public library, and the need for systematic classifying, the Minister of Education, late in 1908, secured the services of Miss Spereman, who had given careful study to the problems incidental to a Children's Department, and was specially qualified for the position, having received her training and instructions in the Dewey Decimal System from Miss Stansberry, Librarian of the Port Huron Public Library, a graduate of the Pratt Institute in New York, and among the first few in her class of over

one hundred graduates.

Applications for her services are entertained in the order they are received by the Inspector of Public Libraries, subject to departmental regulations, with due regard to district grouping for geographical reasons and economy in time and expense. The services of the cataloguer are given free by the Department. Limited time only can be given any library, but sufficient for the introduction of the system and the instruction of the librarian, whose attendance is made a condition. The co-operation of volunteer workers is always expected. The time allotted for each library is regulated by the number of books to be handled, and the importunities of other libraries. Of these there are always from fifteen to twenty on the waiting list.

Under Section 23 of the Public Libraries Act of 1909, a maximum of 50% of necessary expenditure on account of materials used for cataloguing and classifying, under the Dewey Decimal or Cutter Systems, can also be paid to the board of any public library, but under the regulations the services of the official cataloguer are only given where the Dewey Decimal System is to be introduced, uniformity in cataloguing throughout the Province being recognized as all-important.

Under instructions from the Minister of Education, Miss Spereman has also organized Children's Departments, supplemented by "Story Hours," and installed the modified Newark Charging System, in addition to cataloguing forty-two public

libraries in various parts of the Province up to the present time.

It has been well said that most schemes of classification may please their makers, but that, unfortunately, they seldom suit anyone else. A half score of United States libraries have elaborate classifications of their own—and, with few exceptions, they have needed no copyright to assure their exclusive use of them.

According to the *Library Journal* over 6,000 libraries, large and small, and scattered over every country in the civilized world, are using the "Dewey Decimal Classifications," and something less than one hundred the "Expansive Classification," while it is exceedingly doubtful if any other system can show a half dozen adherents. "In fairness to the Cutter System, which in its underlying theory is

almost identical with the Dewey, it should be remembered that the latter had twenty years start, and as neither is perfect, so has neither yet come by far to approaching its maximum efficiency."

It should be distinctly understood that, while a Library Board has full power to use any classification it desires, the Dewey Decimal System is the one recommended by the Department, as it is only upon the use of this System that the free services of a Departmental Cataloguer are allowed. The importunities of some library boards in Ontario in making application for the services of the cataloguer, and their indifference and absence of co-operation on her arrival, stand out in not very creditable contrast. The neglect of some librarians to extend any assistance or even to be present, notably in the case of North Toronto, has made the establishment of the rule necessary that unless the librarian can devote a reasonable amount of time for the purpose of extending assistance and obtaining instruction—every local and personal circumstance being taken into consideration—the cataloguing of that library by the Departmental Cataloguer will not be proceeded with.

REPORT OF MISS PATRICIA SPEREMAN, OFFICIAL CATALOGUER

To the Inspector of Public Libraries,—Acting under your instructions, I have, in addition to organizing Children's Departments, Classified and catalogued the following libraries under the Dewey Decimal System of classification with a Card Catalogue.

BROCKVILLE:

In this library there are about 13,000 volumes. I gave instructions in the cataloguing and classified all the library, as well as establishing a Children's Department. The Library Board at that time were not very favourable to having the children become members of the Library, and an age limit existed of 14 years. Gave one "Story Hour," with an attendance of about 80 children. This Library is very fortunate in having a good librarian, who is not afraid of work. She has undertaken to carry on the work of the Children's Department as well as finishing the cataloguing, all this without assistance.

MILI PROOF

This Library contains 2,128 books, 457 juvenile and 1,671 adult. No age limit exists and free access is allowed to all the books. I catalogued and classified this Library, installed the modified Newark charging system, as well as establishing a Children's Department. I received very great assistance from a number of ladies of the town, and all the help was given voluntarily. "Story Hour," attendance about 50.

DRAYTON:

There are 2,758 books in this Library, 276 in the Juvenile Department and 2,482 in the adult library. I classified and catalogued this Library and installed the Newark charging system, as well as establishing a Children's Department. The Library Board are very progressive and anxious to build up their Library, especially the Juvenile Department. Voluntary help was given most generously by the townspeople. No "Story Hour" was given, the schools being closed on account of scarlet fever. No age limit exists and free access is allowed to all the shelves.

WESTON:

In this Library there are 2,809 adult books and 465 juvenile, a total of 3,274 volumes. I classified and catalogued the Library and established a Children's Department. No age limit exists and free access is allowed to all the shelves.

DUNNVILLE:

The Library contains 2,725 volumes, of which 263 are juvenile. Free access is allowed and no age limit. There is no reading room. I classified and catalogued the Library and established a Juvenile Department, and also gave a "Story Hour," with an attendance of about 80 children.

DUNDAS:

In this Library there are 6,738 volumes, 526 juvenile and 6,212 adult. I classified and gave instructions in cataloguing and also established a Children's Department. It was not very convenient for me to give a "Story Hour," as the Library was closed for three or four months prior to moving into the Carnegie building. This Library is very fortunate in having a very competent librarian, who is well qualified to carry on library work in all its branches. Free access is allowed, and no age limit exists.

PICKERING;

There are 231 juvenile books and 1,621 adult books in this Library. I classified and catalogued the Library and also established a Children's Department.

UXBRIDGE:

This Library contains 6,061 volumes, 710 juvenile and 5,351 adult. I classified and catalogued the Library, installed the Newark Charging System, and also established a Children's Department. I gave one "Story Hour," with an attendance of 250. I received very valuable assistance from the different members of the Library in all this work.

OWEN SOUND:

There are about 6,665 books in this Library, of which 800 are juvenile. I classified and catalogued this Library, established a Children's Department and gave the "Story Hour," with an attendance of about 50 children. I also gave a lecture on "Children's Literature," which was well attended by the ladies of the town. The "Daughters of the Empire" are very much interested in this Library, and particularly in the building up of the Juvenile Department. The librarian is enthusiastic about her work, but is much hampered by the unsuitable room in which the Library is kept. I received very valuable assistance from the ladies of the town, particularly from "The Daughters of the Empire."

Collingwood:

This Library contains 6,343 volumes, of which 571 are juvenile. I classified and catalogued it, gave one "Story Hour," and a lecture on children's literature, both of which were fairly well attended.

PENETANGUISHENE:

This Library contains 6,343 volumes, of which 571 are juvenile. I classified and gave instructions in cataloguing and marking of books, and established a Children's Department. No age limit exists and free access is allowed to all the shelves. The Library Board does not approve of a Children's Department! I also installed the Newark Charging System.

MILVERTON:

There are 2,072 volumes in this Library. It is a very well selected Library of which 392 are juvenile. I classified and gave instructions in cataloguing, established a Children's Department, and installed the New Charging System. The Board are very progressive and anxious to bring their Library up to a high standard. Free access is allowed to all the shelves, and no age limit exists. "Story Hour," attendance about 50.

ORILLIA:

I visited this Library, but did not proceed with the work, the Board having requested the Inspector to have the work of cataloguing postponed until they were in the new Carnegie building.

ELORA:

This Library contains 7,507 volumes, of which 418 are juvenile. I classified the Library and gave instructions in cataloguing, as well as establishing a Children's Department. The members of the Library Board were very good in helping with the work while I was there—in fact, some of them spent practically every day in the Library. The books in this Library have been well selected. No age limit. Free access.

FERGUS:

The books in this Library number 4,816—316 juvenile, 4,500 adult. I classified the Library and gave instructions in cataloguing, also in the Newark Charging System, established a Children's Department, and gave one "Story Hour." No age limit exists and free access is allowed to all the shelves.

NORTH TORONTO:

There are 882 books in this Library, of which about 200 are juvenile. I classified and catalogued this Library according to the Dewey Decimal. I also established a Children's Department. I received very little assistance, none at all from the librarian! Free access is not allowed to the shelves. No age limit exists.

MORRISBURG:

There are about 3,000 volumes in this Library. All the books have been well selected, and kept in good condition. I have classified and catalogued the Library according to the Dewey Decimal System, established a Children's Department and also installed the Newark Charging System. The assistance that I have received in this Library has been very valuable; in fact, two members of the Library Board, Miss Grace Merkley and Miss Farlinger, devoted all their time to the work and helped greatly to make this Library up-to-date, and of practical use to the townspeople

KINGSTON:

The work of cataloguing this Library had not been completed on Dec. 31st.

Several library Boards forwarded to the Inspector copies of Resolutions in appreciation of the Official Cataloguer's work:

THE DEWEY-DECIMAL CLASSIFICATION

The Dewey Decimal System is exceedingly simple. Fiction is generally

classified under the Cutter System.

The decimal system divides the field of knowledge into nine main classes, which are numbered 100 to 900. Encyclopædias, periodicals, etc., general in character, form a tenth class, 000.

CLASSES

000 General Works. 100 Philosophy.

200 Religion.

300 Sociology. 400 Philology. 500 Natural Science.

600 Useful Arts.

700 Fine Arts. 800 Literature.

900 History.

Each of these ten classes is sub-divided into ten divisions, viz.:

000 GENERAL WORKS

010	Bibliography.	

020 Library economy.

030 General encyclopædias.

040 General collections. 050 General periodicals.

060 General societies.

070 Newspapers. 080 Special libraries.

090 Book rarities.

100 PHILOSOPHY

110 Metaphysics.

120 Special metaphysicial topics. 130 Mind and body.

130 Mind and body. 140 Philosophical systems.

150 Mutual faculties, Psychology.

160 Logic, Dialectics.

170 Ethics. 180 Ancient philosophers.

190 Modern philosophers.

200 RELIGION

210 Natural theology.

220 Bible.

230 Doctrinal theology, Dogmatics.

240 Devotional, Practical. 250 Homiletic, Pastoral, Parochial.

260 Church, Institutions, Work.

270 Religious history.

280 Christian churches and sects.

290 Ethnic-Non-Christian.

300 SOCIOLOGY

310 Statistics.

320 Political science.

330 Political economy. 340 Law.

350 Administration.

360 Associations and Institutions.

370 Education.

380 Commerce, Communication. 390 Customs, Costumes, Folklore.

410 Comparative. 420 English.

430 German.

440 French. 450 Italian.

400 PHILOLOGY

460 Spanish. 470 Latin.

480 Greek.

490 Minor Languages.

500 NATURAL SCIENCE

510 Mathematics.

520 Astronomy.

530 Physics.

540 Chemistry.

550 Geology.

560 Palæontology.

570 Biology. 580 Botany.

590 Zoology,

600 USEFUL ARTS

610 Medicine.

620 Engineering.

630 Agriculture.

640 Domestic economy.

670 Manufactures. 680 Mechanic, trades.

660 Chemical technology

690 Buildings.

650 Communication, Commerce.

700 FINE ARTS

710 Landscape gardening. 720 Architecture.

730 Sculpture.

740 Drawing, Decoration, Design.

750 Painting.

760 Engraving.

770 Photography.

780 Music.

790 Amusements.

800 LITERATURE

810 American.

820 English.

830 German.

840 French.

850 Italian.

860 Spanish. 870 Latin.

880 Greek.

890 Minor Languages.

900 HISTORY

910 Geography and travel.

920 Biography.

930 Ancient history.

940 Modern Europe.

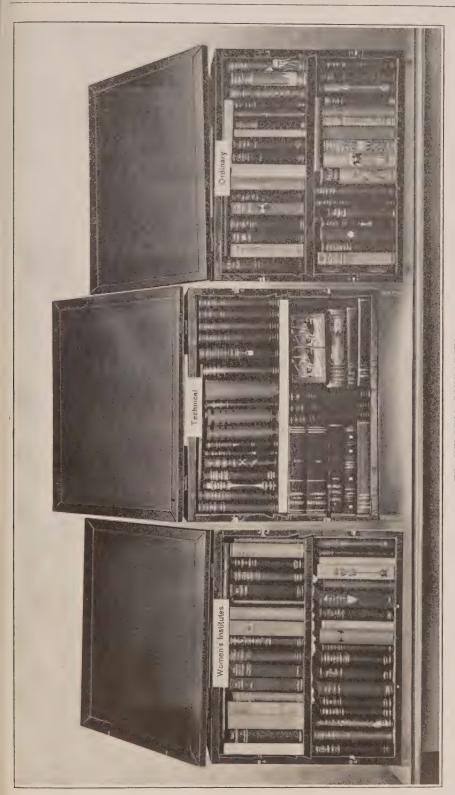
950 Asia.

960 Africa.

970 North America.

980 South America.

990 Oceanica and Polar Regions.



TRAVELLING LIBRARIES

Department of Education, Ontario.
Sample Library Cases—"Women's Institutes," "Technical," "Ordinary."

TRAVELLING LIBRARIES

DESCRIPTION AND INSTRUCTIONS TO APPLICANTS

The Minister of Education recognizing the value that reading matter is to rural communities, where the opportunities for obtaining current literature are few, has authorized the purchase of additional books and a substantial increase in the number of Travelling Libraries in the Province. The books available for circulation now number nearly 10,000.

These travelling library cases are fitted with two shelves, a lock and a key, and ordinarily contain about forty books of various classes—about 15 per cent. of the cases are larger and contain about sixty books—divided up as follows: About 30 per cent. of fiction, 50 per cent. of miscellaneous, and 20 per cent. of juvenile literature.

A Register is sent with each library and must be entered up strictly in accordance with the printed instructions, on the inside cover. Unless this regulation is complied with applications for a second library cannot be entertained. A classified Catalogue is supplied. Books lost must be paid for or replaced.

Upon receipt of the Library the borrower pays the express charges for transportation. The Department of Education pays the express charges upon return.

The time allowed for the retention of a Library is three months. This period may be extended by arrangement, or if desired application can then be made for another library.

Regular forms of application can be procured from the Inspector of Public Libraries, Department of Education, St. James' Square, Toronto.

A picture of three sample Travelling Libraries appears on another page.

TRAVELLING LIBRARIES

The appended list shows the number of Travelling Libraries that were loaned to Public or Association Libraries or rural communities by the Department of Education since the 31st of October, 1909.

Those marked with an asterisk (*) are new places-29 in all.

LIST OF TRAVELLING LIBRARIES

"Fixed" and "Openshelf" collections loaned since October 31st, 1909.

Name.	No. Loaned.	Sent to Public Libraries.	Sent to Communities.	
1 Algema Wills	7			
1 Algoma Mills	1		C.	
3 Armow	1	P.L.	C.	
4 Aspdin	3	F.L.		
5 Auburn	1		U.	
6 Ayton	i	P.L.	C.	
7 Bala	î	1.11.	С.	
8 Barrie	$\overline{2}$	P.L.	0.	
9 Bayside	1		C.	
10 Belle Ewart	1			
11 Berkindale	2		Č.	
12 Birds Creek	1		C.	
13 Bobcaygeon	2	P.L.		
14 Bridgeburg	5	P.L.		
15 Brooksdale	$\frac{2}{2}$		C.	
16 Burgessville	2		С.	
17 Burk's Falls 18 Callender	1	P.L.	• • • • • • • • • • • • • • • • • • • •	
19 Cannifton.	2	P.L.		
20 Canfield	1	P.L.	C.	
21 Carp	1	F.L.	C.	
22 Castlemore	1			
23*Centre Muskoka	î			
24*Cheery Valley	î			
25*Clavering	- î			
26 Colborne	2			
27 Coningsby	. 1			
28 Conmee	1			
39 Cranbrook	2			
30 Cutler	1		C.	
31 Delhi	2	P.L.		
32 Dorion	1		C.	
33*Dundonald	1		C.	
34*Dunsford	1	D T		
36 Ethel.	1	P.L. P.L.		
37 Etwell	i	1 .1.	С.	
38 Fenwick	1			
39 Finch	î			
40 Glen Allan	$\overline{2}$		C.	
41 Goderich	3			
42*Gooderham	1	P.L.	С.	
43 Gorrie	1	P.L.		
44 Gravenhurst	2	P.L.		
45*Greenway	1			
46 Hagersville	3	P.L.		
47 Harrietsville	1	P.L.	C.	
48 Hepworth	3			
49 Hilliardton	3	P.L.	С.	
50*Holstein	1	P.L.		
51 Horning's Mills	1			
53 Jarvis	1	P.L.		
54 Kemble	î	P.L.		
55*Kent Bridge	Î		С.	
56 Kerrwood	$\bar{1}$		Č.	
24 1				

LIST OF TRAVELLING LIBRARIES—Continued

LIST OF TRAVELLING LIBRARIES—Continued				
Name.	No. Loaned.	Sent to Public Libraries.	Sent to Communities.	
57 Kintail	1		С.	
58 Kingsville	1	P.L.	0.	
59 Lakeside	3	1 .12.	C.	
60 Lefroy	1	P.L.		
61 Lyn	2	P.L.		
62 Madoc	2	P.L.		
63 Manotiek	1	P.L.		
64 Mayfield	2		C.	
65 Mallorytown	1	P.L.		
66 Mapleton and Kingsmill	1		C.	
68* Mohawk	1			
69*Monticello	î		Č.	
70 Mount Brydges	1	P.L.		
71*Murillo	2		C.	
72 New Durham	2	P.L.		
73 Niagara Falls	1	P.L.	• • • • • • • • • • • • • • • • • • • •	
74 North Toronto	1 1	P.L. P.L.		
75 Oakwood 76*Onondaga	1	F.L.	C.	
77 Oshawa	1	P.L.	0,	
78*Paipoonge	1			
79 Palmerston	1	P.L.		
80 Paris	1			
81*Park Head	1		С.	
82 Port Rowan	$\frac{2}{1}$	P.L.	C.	
83*Porcupine	2			
85*Ravenscliffe	ĩ		7.	
86 Richard's Landing	1			
87 Ridgemount	1		C.	
88 Ripley	1	P.L.		
89 Richmond Hill	1	P.L.		
90 Rockwood	$\frac{1}{3}$	P.L. P.L.		
92*Sanford	ĭ	1 .1	. C.	
93*Seeley's Bay	î		Č.	
94 Sheguiandah	2			
95 Slate River Valley	1			
96 South Gillies	1		4.	
97 Spanish Mills	1			
98 Springbrook	1			
100 Stirling	2	P.L.		
101 Salphide	1		C.	
102 Sunnidale Corners	1		C.	
103*Sylvan	2		С.	
104 Thamesville	1	P.L.		
105 Thedford	1	P.L.	C.	
107 Victoria Mines	1	P.L.		
108 Walton	î	P.L.		
109 Waterdown	2	P.L.		
110 Wardsville	1	P.L.		
111 Wellman's Corners	1		C.	
112 Westbrook	1 3	DT	С.	
113 Whitby 114*Whittington	3 1	P.L.	С.	
115*Winchester Springs.	1		C.	
116*Windham Centre	î		C.	
117 Williscroft	1		C.	
118 Winona	1		C.	
119 Worthington	2		C.	
120*Zion	1		С.	
Totals	168	71	97	
	100	, T		

ADDRESS DELIVERED AT THE CONVENTION OF THE MEMBERS OF THE ONTARIO WOMEN'S INSTITUTES, CONVOCATION HALL, TORONTO, NOVEMBER 17TH, 1910, BY THE INSPECTOR OF PUBLIC LIBRARIES.

The Presiding Officer and Members of the Ontario Women's Institutes

I have been asked to say a few words on "Travelling Libraries." I should have much preferred speaking to you, but I have some statistics for your informa-

tion, which I could not commit to memory.

In 1892 the State of New York inaugurated the first system of Travelling Libraries. This proved so successful that the plan was soon adopted in other States. In 1893 the State Library of New York at Albany sent out a few libraries of 100 volumes each to the smaller cities and villages that were not provided with Free Public Libraries. These were to remain for six months, until exchanged for another case. The fact that twenty-five of the twenty-eight States of the United States now undertaking library extension work have thus emphasized the worth of Travelling Libraries, testifies to the practicability of these methods, and to the universal acceptance on this continent of this form of auxiliary aid to the smaller libraries and the scattered reading community.

By 1899, following the example of New York, eight other States had adopted the Travelling Library system, and about 2,500 libraries containing in all 115,000 volumes were circulating through the country, bringing entertainment and instruction to thousands of people hungry for reading matter. To-day—ten years later—there are over 400,000 volumes on the wing, appearing the appetites of the people. These twenty-five States are scattered from California to Wisconsin, from Virginia

to Oregon, from Colorado to Vermont.

The system proved so flexible and useful as to attract still wider notice, and the sympathy of broad-minded men and women, philosophers and statesmen, philanthropists and educationists, who had the welfare of the more isolated communities at heart, welcomed the innovation. Few people, however, realize, many be it said not caring to do so, the almost incalculable value that these collections are to the rural reader as well as to the public at large. The uses of a Travelling Library and the far-reaching influence that it exercises for good, are impossible to estimate. If by accident an undesirable volume, masquerading under an innocent title and in modest attire, should steal into these sanctuaries of choice literature, its presence should at once be reported to those responsible and the intruder deported.

It has been stated and with admirable aptness, that the happiness of a country must be measured not by the number of its magnificent palaces, but by the multitude of its small homes. So it has been argued that in the world of books, while we feel pride in the ornate and alluring city receptacles that invite us to exploit their comfortable corridors, flanked with gems of literature in costly covers, we should feel none the less deep interest in the small and well-thumbed collections housed in the rural library whose patrons know nothing, other than by hearsay, of the architectural grandeur of its metropolitan kinsman. Many a backwoods shanty on the fringe of civilization, many a fireside nook on the outposts of settlement, have sheltered valuable volumes, and many a boy and girl by the uncertain light of a fitful cabin fire have gained from these the inspiration of their future greatness.

To aid in securing this blessing for places remote from the hurly-burly of population the Travelling Library was conceived. It met with instant recognition

and, as you know, it has "come to stay." By the means of this small, unpretentious, brown and ofttimes battered box, well-chosen books, many whose titles hitherto have been but dreams in the minds of hungry book-worms in country-side, bushcabin or prairie shack, are now distributed in village, town and rural district, and the cry for help, even from the wilderness, is not unheeded.

To secure for the rural communities of this Province access to books "of instruction, entertainment, inspiration or charm," is the aim of the Minister of Education, who will extend to every man the opportunity—limited only by the generosity of the Legislature— to "get the most and the best out of life for him-

self and so put the most and best into his life for his country."

I am given a few minutes to-day, through the courtesy of Mr. Putnam—the energetic official director of your aims—and through your own kind toleration, to tell the story of the creation and expansion of the Travelling Library movement in Ontario.

Precedent to this, a brief reference to existing conditions in the United States should be informing, for after all it is only by contrast with others that we can hope to properly estimate our own efforts and privileges. This brings me to the pertinent question—"What is a Travelling Library?"

While the definition is simple, the question of the scope of the libraries' pos-

sibilities is unanswerable.

Travelling Libraries, as most of you ladies are aware, are "collections of books sent to communities, associations or individuals for circulation." Women's Institutes come within the second of these classifications. But as to circulation, "What of it?" Books are to the brain what blood is to the body. Without circulation blood is no better than water. Without circulation, books are no better than bricks. Travelling Libraries may be sent by larger libraries to supplement their branch work, or given by an association, or by an individual, or by a Province, to supply its rural districts, care, of course, being taken that the Travelling collection is not used by any one who could or would otherwise obtain books by becoming a member of a Public Library.

But as circulation cannot be obtained without *publicity* you should resort to every expedient for announcing the arrival of the box, and prepare a cosy corner for its reception. The country editor at this stage should be your best friend.

As the Department has to provide against over-duplication a system of selection and distribution is essential. For this purpose a special stock of books is set apart in the Inspector's branch. The Travelling Libraries of the Public Libraries of the city—not the State— of New York, the wealth of which city is fabulous, and has a population almost twice as large as that of all Ontario, contain 50,000 books, require the services of seventeen assistants and have an annual circulation

of 89,845 volumes.

The class of books in these Travelling Libraries is a matter of vital importance and a much debated point. In respect to what proportion of fiction is permissible opinion differs. In attempting to solve this problem, it is not so much what each person asks for that should weigh, but the principle of the "greatest good for the greatest number." It is well to repeat this phrase, which is not an empty one—"The greatest good for the greatest number." A close analysis of this well-worn maxim reveals all kinds of possibilities. It would be business, I think, if these words of wisdom were pasted in every man's hat and if possible, in every woman's hat also. As to fiction, its proportion must be regulated largely by the common sense and perception of the selector. This scale of proportion is generally regulated by the tastes of the consumer in much the same way as is the flavouring in an apple

pie. Some children cry for cinnamon, others prefer the spiceless fruit. Recognizing the importance of clean fiction—not forbidden fruit—the Libraries issued by the Department of Education contain from 20 to 30% of Fiction for adults, and 45% of Miscellaneous reading matter which includes: General Works, Philosophy, Religion, Sociology, Philology, Natural Science, Useful Arts, Fine Arts, Literature, History, Biography, also from 20 to 25% of juvenile books. The selection of these latter should be of first concern, for when children leave the juvenile branches for the adult section, they will have acquired the reading habit for a higher type of books—a habit once acquired, never lost.

The Secretary of a certain Institute, and please do not ask the name—thought that almost all the books in these Travelling Libraries should consist of

"fiction."

Our ordinary Travelling Libraries are of two kinds: (1) Fixed or Permanent, and (2) Elastic or Openshelf, and contain from 40 to 60 volumes each. These are put up in stained pinewood boxes, with lid and lock, and divided lengthways by a shelf, and are almost exclusively, "fixed collections." All libraries are accompanied by classified lists. This method of Library extension is practically in its infancy. Only "ordinary" libraries, "fixed collections," have up to the present been shipped to Women's Institutes. In the future it is hoped to make provision for the special requirements of special communities. In addition to this, the Department, upon application and by arrangement, supplies the under-mentioned Travelling Libraries for special purposes.

(a) Public Libraries in industrial centres: technological collections, for the

use of artizans and mechanics.

(b) Public Libraries. Collections for children only.

(c) Public Libraries. Collections for young men and women only.

(d) Library Boards. Library upon construction.(e) Library Boards. Library upon administration.

(f) Library Boards. Library upon Cataloguing and Classification.

(g) Study Clubs. Library upon Canadian History or special literary subjects and travel.

(h) Individuals. Special collections of books for reading course.

Ordinary Travelling Libraries are also loaned free from charge to the following:

(a) Small struggling libraries.

(b) Groups of taxpayers living in hamlets.

(c) Rural Communities.

(d) Women's and Farmers' Institutes.

(e) Mining, mill and other industrial companies in New Ontario.

(f) Poor schools, not possessing a school library. (Loaned only under pressing needs).

The time allowed me is too brief to permit extended reference to any of these separately, but those ladies wishing for particulars are invited to read the report of the Inspector of Public Libraries for 1909, pages 369-371.

The limit to the activities of the Department of Education along these lines, is controlled by two important factors. (1) The amount of the Annual Grant voted by the Legislature, and (2) The working capacity of the Inspector and his clerical help. Notwithstanding these limitations let us see how we "line up" by comparison with our friends across the border.

I find that twenty-five of the States have introduced the Travelling Library system. Of these, only fourteen surpass Ontario in respect to the number of volumes in circulation. On the other hand the Department of Education points

with pride to the fact that it leads the States of Alabama, Connecticut, Indiana, Maine, Maryland, Missouri, Nebraska, North Dakota, Oregon, Vermont, Virginia and Washington, and is practically on a par with Colorado and Idaho.

To-day we have in Ontario a total approaching 10,000 volumes in the Travel-

ling Libraries Branch.

With a population of say 2,500,000, this Province, which embraces an area of over 261,000 square miles, to-day supplies 30,000 rural readers—allowing three readers for each book—at a cost to each reader of less than two-thirds of a cent per volume. This is based on the freight charges one way, on each case of books, which is paid by the recipients. The return charges are paid by the Department. In many of the States the recipients pay the charges both to and fro, together with an annual fee, as high as \$12.00 in more than one instance. No such charge is exacted in Ontario.

In Indiana and Alabama, with a joint population of 4,345,000, almost double that of Ontario, but with a total area of less than 90,000 square miles compared with Ontario's 261,000 square miles, they have jointly fewer books in their Travelling Libraries than we.

Maryland and Nebraska, with a joint population of nearly 3,000,000, or one-sixth more than this Province, but with a joint area of less than 90,000 square

miles, also have fewer books in circulation than have we.

The Travelling Libraries in Connecticut and Missouri, whose united population is 4,000,000, or one-third greater than that of Ontario, but with a joint territory of only 77,000 square miles, less than one-sixth of the area of this Province to serve, contain only 8,400 books.

I find the figures upon which my calculations are reached, in the Year Book of the League of Library Commissions of the United States for 1910, and present them, not for the purpose of minimizing the efforts and progress made by our neighbors—which is beyond praise—but to show that our own Province, blessed yet handicapped with an area greater by 10,000 square miles than that of all the last six States referred to, is surely keeping up with the procession. As a reason, however, that we must keep "hustling" it is both proper and fair that I should on the other hand refer to the State of Ohio, which with a population of over 4,000,000, has 50,000 books serving a compact constituency of only 41,000 square miles.

But in Ontario's further favour it should be said that while I am basing my figures on her estimated population for 1910, I am, in the case of the United States, calculating on the population census taken in 1900—ten years ago.

Of all the States "making good" in this direction, Wisconsin probably takes the lead. In May of this year her Travelling Libraries reached a grand total of 944, containing 44,527 volumes of all classes and written in many tongues. It is my pleasure to point out to you in probable explanation of the fact of Wisconsin's progress that the Chief of its Department of Travelling Libraries is a woman—Miss Stearns.

The State of New York holds an exceptional position. It has over 90,000 books in its Travelling Libraries serving a population of about 8,000,000, crammed into an area, however, only one-fifth of the size of Ontario. This means about 1,800 libraries serving say nearly 300,000 readers or about 4% of its inhabitants. We supply but one and one-fifth or less than 2% of our population in a similar way. But then in Ontario we have no Travelling Libraries donated by sympathetic supporters as is the case in many of the States of the Union. As an additional offset to this, in respect to our apparent disproportion in Travelling Libraries so far as the State of New York is concerned. I ask you to remember that while that State

with its enormous wealth has only one public library for every 25,000 of its population, Ontario provides a public library for every 6,000 of its people, and while New York State gives at most \$100 as an annual grant to any one free library, the Legislature of Ontario, under certain conditions, and with greater generosity, may pay a maximum of \$260.

My allotted ten minutes has expired.

One word as to matters nearer home. Within the last two years the Department of Education has loaned 95 Travelling Libraries to various Women's Institutes. The place called "Aspdin" holds the record. It has had six libraries, a fact that Mrs. Joseph Clark, if present, can verify.

The Minister of Education is anxious to do more for you, and the Inspector hopes to supply you with more and a greater variety of books on Domestic Science, and the Useful Arts. A letter addressed to myself will bring a blank

form of application.

We have about 200 Travelling Libraries. It is obvious we cannot supply the wants of all your Institutes, of which, I understand, there are 600. The principle that governs is to supply those communities remote from a Free Library, or to supplement the limited stock of books in the smaller Association Libraries, of which there are 240 out of 430 of all classes of Public Libraries in the Province. The Travelling Library is the advance guard of the Free Library that must surely follow. I am already in receipt of many letters from Women's Institute Officers, asking for the procedure in organizing and establishing a Public Library.

We look to you for your valuable co-operation.

In closing let me tell you that our Travelling Libraries are bringing sunshine into the farthest corners of the land. With the active aid of Miss Black, Librarian of Fort William, eight libraries have recently been shipped into the Thunder Bay country for the use of the pioneer, lumber-jack, and camp follower, where they are tracking in rotation in each other's footsteps, each library serving in turn the

same eight settlements.

Will not one of you ladies write "The Romance of a Travelling Library?" Depict its wanderings; the readers that have become its friends; its vicissitudes; its influences; the happy hours it has conferred on all sorts and conditions of men and women, boys and girls; the stirring story of many a strong example it has set; of the tender consolation and cheer it has extended to some afflicted reader; the practical knowledge it has imparted to the manual worker; of the numerous "situations" it must have been a silent witness; the entertainment, not only that its pages have offered, but the story of its achievements from the point of view of the books themselves—the books as mute observers but graphic recorders.

Personally, I learned long since how to appreciate a page of print, for I have spent many lonely months in sub-Arctic regions remote from my fellows, where

books were as scarce as orange blossoms.

In conclusion, with an apology for this disconnected talk, but with appreciation of your patience, will you in the words of a well known United States lady Library worker—adapted for this occasion—join me in a toast?

"Here's to our Travelling Libraries;
The promoters of civilization;
The makers of true homes;
The moral uplifters of communities;
The benefactors of our schools;
True missionaries in the homes of the isolated;
Co-operators with the Public School;
Destined one day to become one of the most
powerful educational influences in the 'Province of Ontario.'"

TRAVELLING LIBRARIES—WOMEN'S INSTITUTES

The appended list shows the number of Travelling Libraries that have been loaned by the Department of Education to Women's Institutes in Ontario since the receipt of the first application, giving the names of the Institutes, the number of cases sent to each Institute and the names of the Secretaries, for future reference:

	Name of Institute.	Number of Libraries Loaned.	Secretaries.
1	Allansville	1	P. Proudfoot.
2	Allenford	2	Mrs. Jno. Hewiston.
3	Allenwood	1	Mrs. Jack Northgraves.
4	Arkwright	1	Miss Annie Corbett.
5	Ashworth	$\frac{1}{2}$	Mrs. Wm. De Maine.
6	Aspdin	6	Mrs. Jos. Clarke.
7	Bailieboro	1	Mr. Jno. Green.
8	Bardsville	3	Mrs. Albert Goltz.
9		3	Miss Kate Robson.
10	Berkindale	1	Miss Dora E. Driscoll.
11	Brinston		Miss E. A. Lester.
12	Burford	$\begin{array}{c c}2&& \\2&&\end{array}$	Mrs Jas. Dennis.
	Burgesville		
13	Camilla	1	Mrs. Oscar Banks.
14	Cherry Valley	1	Mrs. W. S. Blakely.
15	Clanbrassil	1	Mrs. Jas. McConachie.
16	Clavering	2	Miss C. Lawrence.
17	Conmee	1	Mrs. Jno. Clarke.
18	Conings by	1	Miss M. McArthur.
19	Conn	3	Miss Jennie Cannon.
20	DeCewsville	1	Mrs. O. Warner.
21	Dorion	1	Mrs. Wm. Morgan.
22	Dundonald	1	Mrs. Jos. Philp.
23	Dunsford	1	Miss M. Thurston.
24	Etwell	î l	Mrs. Wm. De Maine.
25	Everton	1	Miss Nettie Abbott.
26	Fenwick	î	Mrs. Jos. Meyers.
27	Finch	1	Mrs. Geo. A. Aikin.
28	Gooderham	1	Mrs. S. Whittaker.
29	Greenway	1	W. J. Wilson.
30	Harrietsville	3	Mrs. Jelly.
31		2	Mrs. T. B. Adams.
32	Harrow	3	Wm. Beacock.
33	Hepworth	-	Mrs. Alex. T. Shelp.
	Hilliardton	4	Mrs. Alex. 1. Shelp. Miss L. A. Mortimer.
34	Honeywood	1	Mrs. L. Withershaw.
35	Hymers		Mrs. M. West.
36	Kent Bridge	1	
37	Kerrwood	1	Mrs. J. M. Brunt.
38	Kintail	1	Miss A. M. McDonald.
39	Laurel	2	Mrs. E. Richardson.
40	Lion's Head	. 1	Mrs. D. Thompson.
41	Luton	1	Mrs. W. J. Dunn.
42	Madoc	1	Mrs. W. W. Hudgins.
43	Mapleton & Kingsmill	1	Mrs. Chas. Brooks.
44	Monticello	1	Mrs. Wm. McKinley.
45	Mount Pleasant	2	Miss Lena M. Hayes.
46	Murillo	1	Mrs. A. Boulter.
47	Nelson	1	Miss Clara L. Mitchell.
48	Onondaga	1	Miss W. Churchill.
49	Ospring	1	Mrs. Jas. McLachlin.
50	Paris	4	Mrs. John McVicar.
51	Park Head	1	Mrs. C. W. Rourke.
52	Queenston	1	Miss I. M. Armstrong.
53	Ravenscliff	1	Mrs. A. DeForest.
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TRAVELLING LIBRARIES-WOMEN'S INSTITUTES-Continued

Name of Institute.	Number of Libraries Loaned.	. Secretaries.
54 Sanford. 55 Seeley's Bay. 56 Slate River Valley. 57 South Gillies. 58 Staffa. 59 Strange. 60 Sunnidale Corners. 61 Sylvan. 62 Thedford. 63 Wellman's Corners. 64 Westbrook. 65 Whittington. 66 Winchester Springs. 67 Williscroft. 68 Windham Centre. 69 Winona	1 1 1 2 1 1 1 1	Mrs. A. L. Casselman, Mrs. Hazel Washburne, Mrs. D. J. Piper, Mrs. Fred. C. Hawkes. Miss M. Pringle, Mrs. Geo. Atkinson, Miss Lizzie Gibson, Mrs. Ida J. MacKay, Mrs. J. G. Dawes, Mrs. Chas. Dracup, Mrs. Geo. Kiell, Mrs. W. T. Johnston, Mrs. Mary E. McIntosh, Miss Lizzie Robb, Mrs. J. S. Merritt, Mrs. A. B. Foran,

TRAVELLING LIBRARIES AND SHIPMENT OF CASES

The work of checking, shipping, receiving and comparing the books with the catalogues both before loaning and after the return of the cases; the repairing of damaged volumes and the replacing of the missing ones, alone requires the almost undivided time of Mr. Riddell, the shipping clerk, whose knowledge of this special work is expanding. The entering in the Association book of the 10,000 volumes contained in the 200 cases is progressing as fast as other pressing duties permit.

The reduction in size of most of the larger cases containing 60 books, as suggested in my last report, has been made and a more frequent exchange of libraries

and the serving a greater number of places has resulted.

At the time of the death of Mr. Leavitt, the late Inspector, arrangements had been completed by which it was planned that the present Inspector should take the field and enter upon an active missionary campaign. This could not then be carried out, neither has it since been possible, owing to the growth of the business of the Inspector's office, so while personal missionary work in the field was wholly out of the question, other opportunities that offered were not neglected and as a result a widespread appeal for libraries has followed, and while the total number of libraries loaned in 1909 was 116, the total loaned for a similar period in 1910 was 169.

TRAVELLING LIBRARY NOTES

Travelling Libraries are designed to encourage the establishment of permanent libraries wherever possible, and to provide books for localities which cannot support libraries of their own.

In Northwestern Ontario, especially, a stream of newcomers are pushing into the interior, all adding to the wealth of the Province. The State owes a duty to these pioneers, and should see that they do not suffer for lack of the reading to which they have been accustomed.

The rural population of many portions of Ontario must for some time depend

upon travelling libraries to supplement its home collection of books.

The Minister of Education recognizes that the largest field of usefulness of the library is with the children and "that by establishing the reading habit while

young, by cultivating a taste in the children for good books, a force will be created, which will make for personal happiness, public efficiency and good citizenship." The importance of good reading for children cannot be over-estimated.

In Wisconsin one-hundred-volume libraries are rented to small libraries for

\$12 a year.

As in more material matters of business, the value of a Travelling Library depends upon the extent of publicity resorted to to announce its existence. George Moseley, Chief of the Travelling Library Department of the State of Virginia, says the two essentials for the complete development of any Travelling Library system are, first, publicity, and second, ability to meet the created demand.

Fully appreciating the force of this doctrine, the Inspector at all times and all places, in and out of season, has exploited the existence and benefits of the system in this Province, and expounded the regulations, supplemented by circular announcements. With what result the recorded work of the year shows. It is in order for every community who either shares or hopes to share in these library bles-

sings to call in the neighbours and proclaim what has been found.

While the school seems for some reasons a proper place for storing a circulating library, its circulation is restricted to study students, a majority of the books being more suitable for adults than juveniles. Hence it is by no means the best place to locate a library. Pennsylvania takes the view that a public school library is distinct from a public library and should be kept separate. With this view I am in accord.

Wagon delivery has been introduced with great success in some of the Northwestern States, notably Wisconsin, where books are carried to and delivered at the house. The Book Wagon in one county serves 50 places. Drives up to the

farmers' doors with 400 to 500 books.

There are two sides to this feature, the principle that urges the extension of every reading facility to the citizen, and the question as to whether literature is not better appreciated where some little trouble has to be resorted to to obtain it. In any circumstance the idea of the book wagon, though it demands consideration, is outside the pale of possibility in the Province to-day.

As to "deposit stations," while they would be splendid auxiliaries to our present system, we must rest content this year with the aid extended in the ordi-

nary way by our Travelling Libraries.

In many of the States a great number of Travelling Libraries have been loaned outside of the Government cases. In Connecticut, while there are only 78 libraries owned by the Public Libraries Commission, 236 libraries have been loaned by various societies and individuals.

In Colorado many boxes contributed by individuals cost \$50 for a box of books

and name plate.

Who will contribute in Ontario, not for the purpose of circulating any especial propaganda or cult, but for legitimate purposes of clean entertainment and up-to-date instruction?

As these are the days for the conception and delivery of a great amount of cadaverous and infected literature, the Minister of Education particularly requests that if any reader should find any undesirable or questionable book—which might creep in notwithstanding departmental vigilance—the title of the offender be reported, so that an examination can be made and the masquerader black-listed.

It is now happening that many of the volumes in circulation are showing signs of the hard work they have done, and exhibit scars of honourable service. With the approval of the Minister it is now arranged that the best of these be

donated to the most deserving of the smaller libraries in the country. Packages of twenty-five and more are being collected for this purpose. The first to receive a donation is the small, newly organized library at Runnymede. The wants of others will be attended to. Wise discrimination in this respect is all essential.

While the circulation of books through the medium of Travelling Libraries is of paramount importance, it must be done in certain localities only to an extent that does not release a Public Library from purchasing all the books of its own that it can, and pushing their circulation. On the other hand, a limited number only can buy or hire their books, but experience has proven that unless knowledge is as free as air or water, it is fearfully handicapped, and to quote the Iowa State Commissioners, "the State can not afford to allow even the smallest obstacle to remain between any of its citizens and the desire for either inspiration or information."

It is well that applicants for Travelling Libraries should bear in mind that in almost all instances the libraries are "fixed" collections.

In order to keep the Travelling Libraries available for immediate calls, the selection and insertion of books from other cases cannot be permitted—Every "fixed collection" has its printed or type-written catalogue.

The "open" method involves much more labor than the unit system, and

for this reason alone could not be introduced.

The attention of Farmers' and Women's Institutes—which latter organizations are appreciative recipients of Travelling Libraries—is drawn to the following clause, Subsection 1, Section 17 of Part 1 of the Public Libraries Act of 1909.

"Every Farmers' Institute or Women's Institute may affiliate with any Public Library on terms to be agreed upon with the Board, and in event of such affiliation every member of such Farmers' Institute or Women's Institute shall be entitled to use the library on the same terms as residents of the municipality in which the library is situate."

All books should be circulated among the entire community without re-

striction.

STUDY CLUBS

The only application from a Study Club for a collection of books was received from the "Monday Evening Club" of Sault Ste. Marie, through Miss Mary D. Harkness, teacher of English and History in the High School, who, as a result of my visit, had arranged to take up the subject of "Holland" for a winter course. I regret that up to this date no time has been available for making and shipping the collection asked for.

It is expected that other clubs will take advantage of the opportunity offered during the coming year. It would be well if all Study Clubs would register their names and officers with the Department of Education, and send in the story of their annual proceedings.

THE CANADIAN HEROES SERIES

It is gratifying to know that the first book of the series—"The Story of Isaac Brock"—is now in its second edition, over 4,000 copies having been sold in Canada, besides a special United States edition issued by the McClurg Company of Chicago. According to the reports received from many librarians, it is in much demand, being seldom on the shelves.

The MS. of the second volume of the series—" The Story of Tecumseh"—is

completed, and is expected from the press early in 1911.

Mr. Norman Gurd, B.A., of Sarnia, a former President of the Ontario Library Board, was invited to write the "Story." Perusal of the MS. confirms me in my belief—shared by more competent judges—that the book will more than fill every expectation. Mr. Gurd, who has been over two years collecting data from widely-scattered sources—a most difficult task—has without doubt prepared for the youth of Canada an instructive and graphic account of the period covered, replete with facts and incidents hitherto unpublished, a very fascinating story of the wild exploits of the Indian hero of 1812-14 whose faithful services to the British, and acts of daring could not be permitted to perish unrecorded. "Tecumseh" will make a splendid companion book to "Isaac Brock."

THE MAILING AND STATED NON-RECEIPT OF DEPARTMENTAL PUBLICATIONS

Complaints have frequently been made that the official publications issued by the Department seldom reached the Library entitled to receive them. It has been pointed out by the Inspector at many meetings that he knew that in a number of instances the envelopes containing the pamphlets referred to were often, when received, not opened, and in many instances, if opened, consigned to the wastepaper basket instead of being bound and carefully preserved for daily reference by the Librarian, the Secretary, or the Board. To ascertain how much foundation there was for this complaint there has since been inserted in all publications mailed to the Libraries, the following returnable printed postal card:

On the other side of this card is printed, "The Inspector of Public Libraries Department of Education, Toronto," already stamped.

On the outside of the big stamped envelope, enclosing the publications, the precaution has also been taken to print the following notification in red ink:

"IMPORTANT: POSTMASTER WILL RETURN TO DEPARTMENT OF FDUCATION, TORONTO, IF NOT DELIVERED IN TEN DAYS"

As an example of the indifference of many of the complaining recipients it should be recorded that out of the first 414 copies of the Proceedings of the Annual Meeting of the Ontario Library Association for 1909, duly mailed, only 187 cards of acknowledgment have been received by the Inspector, and only six copies of the Report returned by the local postmasters, showing that 221 copies were received by the Library officials to whom addressed, but who, notwithstanding their past complaints of non-receipt, would not take the trouble to sign and mail the printed card of acknowledgment, already stamped and addressed to the Inspector.

LIBRARY SUMMER SCHOOL

The demand and need for a Summer Library Training School in Ontario is increasing. Many letters from young men and women looking forward to following library work as a profession have been received. An expressed want for some provincial school of instruction is more and more apparent.

The selection of a Library for this purpose in Central Ontario is not as easy as it might appear. While the Toronto new Reference Library on College Street would seem to be the place of all others most suitable, questions have arisen which compel consideration. The accessibility of the Normal School Library under the same roof as the Department of Education, with its theatre adjoining, connected by covered corridor with the Normal and Model Schools, and the daily use of its

books by the students presents many advantages. Unfortunately, its 35,000 volumes have not hitherto been either catalogued or classified in accordance with the Dewey Decimal or any other recognized system.

In my report of last year, in referring to the need of a library school in Ontario, and in speaking of its possible establishment in Toronto, I innocently remarked, "that to inaugurate the good work before the books of the Toronto Library were completely classified and catalogued would seem to be premature and useless," but that "when that was done arrangements could doubtless be entered into, etc., etc." Later I was surprised to hear from the Chief Librarian that "the three cataloguers—the best in Canada, brought to Toronto because of their expert knowledge—are naturally a little offended at a statement from the Government that it would be premature and useless to inaugurate the good work (a Summer School) before the books of the Toronto Library were completely classified, etc.

The inference they have drawn is that the books in the Toronto Library are not classified."

It is not necessary for me to disclaim intentional malice prepense nor did I question the ability of the Library cataloguing staff; I merely referred to what I was informed was its incompleteness in respect to the cataloguing and classifying of its contents. I should not have mentioned the matter again had not the following sentence appeared in the "Story of the Toronto Public Library," as recently supplied me through the kindness of the Chief Librarian and reproduced on another page.

"The whole of the Reference Library is being classified and card catalogued by a department of experts, and it will soon be possible in this city to point to one

of the most completely catalogued and accessible libraries in Canada."

It would seem then that after all my remark in my last year's Report contained

no righteous ground for even the most captious to take offence.

As to the Normal School Library, it was for the reasons mentioned a quite impossible place for the purpose. To this I drew the attention of the Minister, making certain suggestions in respect to its fulfilling its natural obligations, for though, while not under the jurisdiction of the Inspector of Public Libraries, its incompleteness for library educational purposes for Normal School students, I was constantly reminded of on my tours of inspection. The official cataloguer of the Department of Education, Miss Speremean, jointly with Miss Grace Andrews, for many years of the Toronto Public Library, ably supported by Mr. H. R. Alley, the Librarian, are hard at work cataloguing its most valuable collection of books and documents, and installing the Newark charging system.

A head librarian should be largely an administrator, and not necessarily

required to have an intimate knowledge of details.

I would respectfully suggest that provision be made in the estimates for a small sum sufficient to hold a library school at some suitable place this summer.

I have received from Mr. C. H. Gould, Librarian of the McGill University, the following list of names of the students from Ontario attending last year's library school in Montreal:

Miss	Ada D	DicksonPembroke, O	nt.
66	Cecilia	McGeeParry Sound, C	nt.
66	Bertha	McMeekinOttawa, C	nt.
"	Mahel	SinclairOttawa, C	nt.

At the New York State Summer School in one year sixteen different States sent 44 students. Of the total students attending the school 1,446 have filled library positions.

STORY HOUR

This admirable form of diversion and instruction for children has been instituted by Miss Spereman while engaged in cataloguing a library whenever conditions proved favourable, and where introduced has proved a marked success. In some provincial libraries this feature has been continued after Miss Spereman's departure. To quote Miss Lyman, of Chicago.

"What we really want is, that the printed page shall speak to the child and become a living thing, and that life a part of himself. There is no way that can so perfectly accomplish this as to take the story out of the mechanical difficulties of the book and set it free in the form of oral presentation. Then all that is best and noblest goes unhampered to the heart of the listening child."

"The reason for story-telling seems so obvious that one is almost inclined to demand a defense for not employing story-telling, rather than a plea for its use."

"'Once upon a time' is a password when no other will ever give admittance."

"Incidentally, we find that children, whose thoughts are like the thistle-down, now here, now there, gain the power of concentration, held by the power of the story-teller. This age is far too material, too given over to the commercial aspect of life, too little appreciative of the world of art and nature, of beauty and poetry and music. In the extremities of life it is not the material world which brings us comfort, but the world of thought, of ideas."

BOOK SELECTION

And "Quarterly Bulletin of Selected Books."

Recognizing the careful choice of books as a most vital feature of library work, the Minister of Education is co-operating in every way possible with the Ontario Library Association and in keeping with his promises to facilitate the work of the Library Boards of Ontario in the selection of current literature.

"The Selected List of Books," edited by Mr. E. A. Hardy, who was recommended by a special Committee of the O. L. A. for the purpose, is gradually assuming the importance and usefulness predicted for it.

This Bulletin, an outstanding feature of which is to specialize British publications with the emphasis on those "made in Canada," though intended as a quarterly publication, was not during the early part of the year published with the regularity that was looked for. From now on, it is promised that it will be ready for the press promptly at the end of every third month, while containing a list of current publications selected and recommended by the O. L. A., with brief annotations where necessary and with the names of publishers and the prices added. The cost of the publication itself and the services of the editor are paid for by the Department of Education.

The last issue contained about 435 titles, grouped broadly under the Dewey Decimal System. It would be better for instructional purposes if it was more exactly classified and catalogued.

Several special and most valuable bibliographies have appeared during the year. One on "Canadian Poetry," January issue, 1910; one on "Canadian Fiction," July issue, 1910, and one on "Agricultural Books," November issue, 1910, and others no less important will appear from time to time in ensuing issues. By this means some 1,200 or 1,400 titles of selected current publications of all



Fergus Public Library.



Fergus Public Library.

classes are brought to the notice of Librarians and Library Boards during the year and present the specific aid in this direction—at no expense to the libraries of the country—that librarians and delegates to Library Institutes have been clamoring for. Two copies of each issue are sent respectively to the chairman of every Public Library Board and every known librarian in Ontario. The invitation to co-operate and to send in names of books for the consideration of the Special Committee and the Editor, is gradually being responded to.

Acting on the recommendation of the Inspector, the Minister has approved of the addition in future issues of a page or two of supplementary matter.

The following special notice appeared in the November issue for 1910:

SPECIAL NOTICE: "It is expected that before the publication of the next Quarterly Bulletin arrangements will have been made—with the approval of the Minister of Education—for the inclusion of a few pages of selected paragraphs and contributed matter on library occurrences and other information for the benefit of library workers in Ontario."

FIVE YEAR LIST OF BEST BOOKS

It has been urged at several of the Library Institutes by resolution that the Government engage the services of an expert—the name of Mr. Laurence J. Burped the Librarian of the Carnegie Library at Ottawa, being mentioned—to prepare to the printer every five years a quinquennial list of the best books of all classed published during each preceding lustrum.

Were such a work to be published there is but one opinion that no bette selection for editorial purposes could be made than Mr. Burpee, who has deserved won a continental reputation as a clever Canadian litterateur and authority obooks. In respect to the suggestion itself, while such a book would be of great value as a work of reference, it would not, in my estimation, compare with quarterly list of current literature from the point of view of a practical aid to the ordinary Library Board or modern librarian. The cost, moreover, for such a publication, in present circumstances, would I fear be prohibitive.

BINDING

The Minister of Education having agreed that applications for the free services of the departmental official to assist in repairing and binding the book of any library needing such—might be entertained subject to the regulations, Minister Riddell has been assigned for the work. Up to the present it has not been possible owing to the increase in the Travelling Library work to respond to the many applications for his services. Arrangements have been completed for an early start in 1911.

ANDREW CARNEGIE'S DONATIONS

The appended figures show the splendid donations made by Mr. Andre Carnegie to the Public Libraries of Canada and the world for 1909, and his totagifts for Public Library and College Library Buildings from his first donation uto Dec. 31st, 1909:

United States and Canada, 80 Library Buildings. United States and Canada, 31 increases to previous gifts, including 8 new buildings United Kingdom; 28 Library Buildings. United Kingdom, 6 increases to previous gifts Australia, 2 Library Buildings. South Africa, 1 Library Building. New Zealand, 3 Library Buildings	\$1,154,500 316,090 329,845 16,815 22,500 8,000 21,500
114 new gifts, 37 increases, comprising 122 new buildings	\$1,869,250 7,000
This makes the total of Mr. Carnegie's gifts for public and college libraries in 1909 as against \$1,991,278 in 1908.	1,876,250
The total of Mr. Carnegie's Library gifts to Dec. 31, 1909, is as follows:— 1979 Public Library Buildings. 115 College Library Buildings.	49,812,400 3,660,753
2094 Library Buildings	52 472 152

THE PUBLIC LIBRARY AND TECHNICAL EDUCATION

COPY OF MEMORANDUM PREPARED AT REQUEST OF DR. SEATH, SUPERINTENDENT OF EDUCATION, BY W. R. NURSEY, INSPECTOR.

Recognizing the fact that the special opportunities presented by the Public Library for the promotion of Technical Education had been neglected, and that to develop the latent possibilities that existed in this direction, the interest of the artisan and the sympathy of the employees of skilled labour were only waiting to be awakened if practical facilities were offered—representations were made by the late Inspector of Public Libraries, Mr. Leavitt, in 1908, with this object in view.

Observation on my own part during the past year has confirmed the conclusions previously reached that while the establishment of technical schools in a few centres of population to-day extend assistance to that branch of the population who earn their bread by the use of their hands, the facilities offered by these have only reached a small proportion of the working classes. It has been found that the artisans in scores of small industrial places in various parts of the Province—all beehives of industry, but without technical schools, evening classes, or other local means for imparting technical instruction—were periodically forwarding to sundry Schools of Correspondence in the United States, notably the well-known Pennsylvania School at Scranton, large sums of money, reaching in the aggregate into hundreds of thousands of dollars, for the purpose of receiving by mail, through the medium of more or less useful books and letters, instruction in respect to their daily industrial vocations, which, under existing conditions, they were unable to obtain nearer home.

In response to letters written by a prominent member of the Ontario Library Association, two years since, six small industrial towns in Ontario showed that existing methods could not provide for the technical wants of the resident artisan seeking to improve his knowledge and position. This fact was corroborated by the information that in five years from five towns alone \$262,000 had been paid out by the local artisans to Correspondence Schools in the United States. From additional data, since collected, a conservative estimate of the total sum thus paid out by artisans of Ontario for technical instruction by correspondence with United States' institutions during the last few years, indicates that the amount would

easily reach the one million dollar mark. At Ottawa the number that were then stated to have taken the course referred to is reported at 1,500; at Sault Ste. Marie, 1,200; at Brantford, 1,000; at London, 550, etc., etc.

In Massachusetts I was told that the artisans of that State in the past fifteen years had paid \$1,500,000 for Correspondence School Courses.

Confronted with these speaking facts, which told their own story, the industrial possibilities of the Public Libraries in Ontario, with a consequent diversion of a part of this great expenditure, yearly remitted to a foreign country, and its retention in this Province, became a subject for immediate consideration by that branch of this Department under the supervision of the Inspector of Public Libraries.

It was felt that the library was but in part fulfilling its mission in only catering to the wants of the ordinary reading public; that another field of endeavour was open for practical exploit, and that the library should at least contribute its quota of support in the extension of its many facilities for imparting knowledge in the special work of providing vocational reading and technical instruction for the local artisan. It was manifest that the time was at hand, and the opportunity had arisen, when the library might become the people's university, in fact a continuation school for the industrial class who had in many instances no other home channel through which they might acquire specific knowledge so sorely needed.

Mindful of the fact that 80% of the scholars in Ontario receive their entire education in the public schools, and that only 20% attend the High School, Collegiate Institute, College or University, and that the graduates usually enter the professions, and that while the Government and the Department of Education, through the establishment of more technical schools in some of the centres of population, are wisely and successfully helping those who earn their living by manual labour, yet the further fact was apparent that these well devised opportunities could only be embraced by a small section of the working classes, and that a supplementary remedy might be presented through the medium of the library.

With a view of utilizing the public library, whose possibilities in this direction are self-evident, a recommendation was made by the Inspector of Public Libraries last year for the setting apart of \$1,000 out of the appropriation for Travelling Libraries, for the purchase of selected books for "special Technical Libraries" for the purpose referred to. It was pointed out that the books published by private enterprise in the United States and elsewhere were, though included in the fees for tuition, sold to students at a very high price, the examinations being conducted by correspondence, the minimum charge for a course of study and diploma being \$50.00, but in many instances reaching \$100.00. Attention was drawn to the fact that industrial competition was becoming keener all along the line, that the unskilled and inefficient workmen were being driven from the field, and as the future prosperity and development of Industrial Canada depended upon the expertness of the artisan class, every possible home facility should be extended the ambitious worker, the question of whose ambition has been settled by his willing payment of hundreds of thousands of dollars to foreign correspondence schools. It was contended that an attempt at least might be made to meet the artisan's desire for further instruction along individual vocational lines, through the medium of selected technical books that would supplement those in the local library and not be kept under lock and key for reference, but circulated for study purposes, to be taken by the artisan to his own home.

This recommendation met with the cordial approval of the Minister of Education.

It is believed that if this policy of making the public library an essential part—an integral factor of our educational system—by defraying in part the cost of books for the use of the mechanic, most of which money has hitherto been taken out of the country, that the time would arrive when the Department of Education, if the experiment proved a success, might see its way to provide for holding periodical sessions for oral instruction of the readers of the books so circulated through the library. It was also conceived to be possible that if this plan was carried out to its logical and practical conclusion the necessary machinery for conducting personal examinations by local boards of examiners would ultimately be provided, when diplomas of efficiency might be issued direct through the Department of Education, bearing its official stamp, which in turn would surely carry more weight with the employers of skilled labour, and at one-tenth of the cost to the artisan, than a certificate issued by a foreign Correspondence School to whom the scholar was a perfect stranger. Surely more in the case of human efficiency than in the case of manufactured material should the trade mark "Made in Canada" apply.

To convince the opponents of library work whose contention, without a knowledge of the inside facts, has been that the public library has only catered to the passing fancies of the unemployed—work during the past year has been inaugurated along the initial lines indicated.

The intention of the Department having been announced by the Inspector at various Library Institutes and by letter, the boards of twenty-six public libraries in the Province have filed with the Inspector a list of the industries located in their respective towns. The procedure after this has been as follows:

Books to the extent of forty or less have been selected from the several hundred purchased during the year, exceptional care being taken to obtain only the very best possible on each subject and only those absolutely up-to-date and recommended by technical experts, theoretical as well as practical. These books are shipped in special Travelling Library cases. It is well to emphasize the fact that these books are all chosen to meet the daily vocational wants of the artisans employed in the factories or workshops as enumerated by the Library Boards. The books are graded as to class, and suitable alike for apprentice, skilled mechanic, foreman or superintendent.

Complete classified catalogues of these accompany each library.

I am now sending with each case of books, fifty Stereoscopic views, illustrating the various processes of manufacture as followed by the foundry, factory, or workshop, in which the artisan of the towns applying for technical libraries are employed. These, though not necessarily views of the actual factories located in that town, are photographs of other well known works in which similar industrial processes are being carried on. It is believed that these pictures will more than accomplish what was expected of them as extra inducements to compel the interest of the reader

To insure success two accessories outside the mere purchase and loaning of books by the Department were clearly indispensable, namely: (1) An announcement that would reach the artisan that the books were at his call at the public library, and (2) The co-operation of his employer. These have been fairly met by one of several methods.

(a) The posting of classified lists in prominent places in alluring type in

workshop or factory.

(b) The insertion, with the assent of the employer, of printed lists in the pay envelopes of the workmen.

(c) The display of special lists on the walls of the library.

(d) Publication of these lists in the local papers.

At the Ninth Annual Meeting of the Ontario Library Association, held April, 1909, amongst other resolutions passed was the following:

"That this Association is heartily in accord with the late Inspector Leavitt's suggestion, that the promotion of technical instruction among mechanics and artisans through the medium of the Public Libraries of the Province is deserving of the special attention and encouragement and assistance of the Education Department, and that with a view to considering more fully all suggestions made as to measures to be recommended by this Association for the accomplishment of that purpose, a special committee be appointed by the President to report upon same at the next annual meeting."

In accordance with this resolution the Minister of Education complied with the request of the Association to bear the expense of a meeting in Toronto of the Special Committee that was appointed for this purpose.

Realizing that deliberate investigation was necessary before making any direct application to the Minister of Education for financial assistance, I recommended, knowing that the Minister was in general sympathy with the idea, that:

"Precedent to any action being taken or any further expense being incurred by the Department, that a careful examination of the situation in the United States be made in order to see what has really been accomplished there, and that a sub-committee of the special committee of the Ontario Library Association be selected to visit certain convenient institutions in the United States that have utilized in this connection the Technical Sections of their libraries."

The Minister's reply being favourable, a Special Committee, consisting of Mr. D. M. Grant, Chairman, His Honour Judge Hardy, President, O.L.A., and Mr. E. A. Hardy, Secretary of the O.L.A., accompanied by the Inspector, visited the State Libraries and other libraries at Albany, Boston, Worcester, Providence, Newark, Brooklyn and Buffalo. The findings of this Committee as the result of their investigations can be summed up as follows: That in respect to instruction through the public library, by correspondence courses and examinations, and recognition of such work by Government certificate or diploma, the Committee did not feel able, at that time, to offer any definite suggestions. While quite realizing the possibilities of such a scheme they also realized the difficulties and felt that a great deal of instruction would need to be given to such a matter until it could be finally pronounced upon.*

The results so far of the circulation of the Technical Libraries by this branch of the Department of Education in the manner as previously described, have fully realized expectations. It has been shown that the artisans and other classes of workers have not been slow to profit by the opportunity extended. In two instances where the libraries had to be recalled orders were placed for copies of each of the several books by a corresponding number of persons who had read the same. Books were readily borrowed by the mill, factory and workshop hands and studiously perused. Judging by reports received up to the present time of the results of what is but an experiment in its earliest experimental stage, it is believed that the departure will more than justify the efforts that have been made. The results would seem to warrant the recognition of a new era and field of usefulness for the public library.

^{*}Further details of the information acquired on this trip are given elsewhere in this report.

The libraries are loaned for three to six months or longer if requested. If this new method for imparting technical instruction succeeds as expected the libraries participating will be expected to find money to purchase other technological books to the extent of \$1.00 for every dollar's worth loaned or donated by the Department.

Chief of the advantages hoped to be derived from this system are the opportunities that it is hoped may be extended to young men, under which, being provincial in character, they could learn to master the technical details of their trade at, at most, 50% less cost than by any private system. If this were carried out it would mean the retention annually in Ontario of a large sum of money now remitted to the United States, and the creation of local training schools from which, in the near future, a number of students might be drawn to our technical schools, colleges and universities.

The following towns have made application for Technical Travelling

Libraries:

Barrie.
Berlin.
Brockville.
Burk's Falls.
Chatham.
Cobourg.
Collingwood.
Dundas.
Galt.
Gananoque.
Glen Williams.
Hanover.

Hespeler.
McClary Mfg. Co., London.
Niagara Falls.
Orangeville.
Oshawa.
Penetanguishene.
Sarnia.
Sault Ste. Marie.
Smith's Falls.
Walkerville.
Wallaceburg.
Windsor.

These industrial centres are being supplied with libraries to meet their requirements as quickly as the limited staff of the office of the Inspector of Public libraries will permit.

VISIT OF THE SPECIAL COMMITTEE AND INSPECTOR OF PUBLIC LIBRARIES OT UNITED STATESI NSTITUTIONS FOR THE PURPOSE OF REPORTING ON TECHNICAL EDUCATION IN THE PUBLIC LIBRARIES

A Special Committee of the Ontario Library Association having been appointed to enquire into the question of Technical Education in Public Libraries, as referred to in the paper read by the late Inspector Leavitt at the Ontario Library Association Easter Meeting in 1908, met by invitation of the Minister of Education in the Normal School, in January, 1909.

There were present Messrs. D. M. Grant, Chairman, Sarnia; L. K. Murton, K.C., Oshawa; W. Tytler, Guelph; R. Alexander, Galt; His Honour Judge Hardy, Brantford; Rev. W. A. Bradley, Berlin, and E. A. Hardy, Secretary. The Inspec-

tor of Public Libraries was present by request.

The Committee endorsed first six propositions of the paper, which were as follows:

(1) Commence with a small league of libraries located in industrial centres.

(2) Each library in the league to raise not less than \$100.00 for the purchase of technological books and magazines, covering as far as possible the principal trades of the town.

(3) Divert \$1,000 for the purpose of technical books from the \$3,000 grant made

for Travelling Libraries.

(4) The Education Department to loan to each library in the league technical books to the value of not less than \$100.

(5) In many instances the books loaned, after six months, could be transferred to another town. This would practically double the loan.

(6) Have each library prepare a list showing the trades to be covered.

Inspector Nursey having stated that he had recommended to the Minister of Education that "precedent to any action being taken or any further expense being incurred by the Department that a careful examination of the situation in the United States be made in order to see what had really been accomplished there, and that a sub-committee of the special committee of the Ontario Library Association be selected to visit certain convenient institutions in the United States, that are believed to have utilized in this connection the Technical Sections of their libraries, and that he was in general sympathy with the idea," it was agreed by the Committee that it would be most advantageous to do so.

The Inspector further stated that in the event of such a visit of inspection being undertaken he understood that in view of the importance of the subject the Minister would favourably consider the question of the expense of the suggested

visit of this sub-committee being borne by the Government.

It was agreed that a sub-committee to consist of the Chairman, Mr.Grant; the President of the Association, His Honour Judge Hardy, and Mr. E. A. Hardy, Secretary of the Ontario Library Association, visit such institutions as might be selected.

This committee, accompanied by the Inspector of Public Libraries, left Toronto, February 10th, and visited the following places and institutions:

Albany, N.Y., State Library.

Boston, Mass.—Boston Public Library, State Commissioners of Education.

Worcester, Mass.-Worcester Public Library, Worcester Trade School.

Providence, Rhode Island-Providence Public Library and Technical Depart-

Newark, New Jersey—Newark Public Library.

Brooklyn, New York-Pratt Institute and Free Library and Pratt Library School

Buffalo, New York-Buffalo Public Library.

Niagara Falls, New York—Public Library.

This committee after its return reported at length. A copy of this valuable report was handed to the Minister of Education. It appears in full in the printed

Proceedings of the Ontario Library Association for 1909.

Referring to the question of instruction through the Public Library by any such scheme as Correspondence courses and examinations and recognition of such work by Government certificate or diploma no definite suggestions were offered, for though while realizing the possibilities of such a scheme, the difficulties were also realized and it was admitted that a great deal of consideration would need to be given to such a matter before it should be pronounced upon.

I would add that I thoroughly concur in the "findings" of the Special Com-

mittee.

I desire to place on record my official and sentimental appreciation of the business and social courtesy extended to myself and associates during the trip, notably to Mr. J. I. Wyer, Jr., Director of the State Library; Mr. W. R. Eastman, Chief of Division of Educational Extension; Mr. Asa Wynkoop, Inspector of Public Libraries, and Mr. F. L. Tolman, Reference Librarian of Albany; to Dr. Snedden, Mr. Frank Waldo, Mr. Chevalier and Mr. Otto Fleischner of Boston; to Mr. S. S. Green, the librarian emeritus at Worcester, and to Mr. R. K. Shaw, the Educational Director of Y. M. C. A., Mr. Wilton P Higgins and Mr. W. M. Spaulding, two prominent manufacturers, the former of whom is on the Executive Committee of the National Society for the Promotion of Industrial Education and a Member of the Massachusetts State Commission on Industrial Education, also to Mr. Wheeler, the Assistant Librarian at Providence, who, in the absence of the Chief Librarian, extended every facility in his power. To Mr. J. C. Dana, the well-known doyen of librarian extension, at Newark, together with Mr. Richard C. Jeukinson and to Mr. I. S. Stevens and Miss Mary Plummer, of Brooklyn, to Mr. H. C. Brown, of Buffalo, and to Miss Witmer, of Niagara Falls, I am under many obligations.

Summing up the situation in regard to the Public Library and its direct relation to Technical Education in respect to the places visited in the United States, it is gratifying, if surprising, to find that with the exception of Worcester and Newark not much greater progress has been made in this particular feature than in Canada.

In the Libraries of New York State no course of study has yet been instituted for the benefit of the artisan class and no steps taken to carry on the work of the Correspondence Schools. The Executive of the State Library at Albany are looking forward, however, to some such movement, willingly admitting that "Ontario's proposition is an admirable one."

Though Boston under Dr. Prince, State Board of Education, has started six Trade Vocational Schools for specific technical training, towards which the State will it is said contribute one-half of the expenditure, Mr. Waldo reported that the only move made towards library educational co-operation was in holding a special meeting a year and a half ago in the winter to discuss "How the libraries could help technical education."

At Situate Public Library, Mr. Bailey has classes in the evening for Indus-

Worcester.—The Public Library at this place is moving forward in respect to technical education; it has a Trade School in operation, where youths are engaged at the bench in iron and woodwork, while the girls have a cooking school. The Library is about to open a special room on the street floor for the use of artisans in which technical books are to be read. The directors realize, however, that what is needed to thoroughly impart information, once in a while is the "living voice." In this room, which is exclusively for the visiting mechanics and men of an inventive turn of mind, they use many of the Scranton books.

PROVIDENCE.—The Iudustrial branch of the Public Library circulates 8,157 books of a technical character, in the selection of which the foremen mechanics are consulted. It also has a musical library which circulates 2,000 pieces.

Newark, N. J.—A city of great manufacturing interests, has in the past two years added substantially to its technical collection of books, and has now from 10,000 to 12,000 volumes in its technical library.

This collection is available for use every day till 10 o'clock and on Sundays from 2 till 9. This one fact, the possibility of using these books from 9 to 10 in the evening and on Sundays has proved a great advantage to many who had been unable to study the collection because of the library closing at 9 during the week and the closing of its book department on Sunday.

The Newark Library has printed on its own press a poster 12" x 15", which is now being placed in stores and factories, calling the attention of manufacturers and artisans to the advantages of its technical department. The Library issues regularly every month eight mimeographed bulletins, one of these is the Applied Arts Bulletin.

An average of over one-third of the readers have been found to be using books either at the tables or in the book aisles, and most of the other two-thirds have been reading the technical or scientific periodicals.

In one room are studies and designs on cards mounted for reference and loaning. In another a big open shelf reading room. In another several thousand technical and scientific manufacturers' catalogues, and 538 volumes of Patent Office Gazettes.

Since Newark opened its Technical Library the use of scientific and technical books has increased 15% in one year. A room is also devoted to samples of materials in process of manufacture—from the crude to the finished article.

THE PRATT INSTITUTE LIBRARY, BROOKLYN

Connected with the above famous Institute is a Technological Department. Since the establishment of this the circulation of books has increased 15% in one year. The books are loaned for one month without renewals.

On the Applied Sciences Mr. Stevens, the Librarian, states that English books are preferred to American, being regarded as more thorough; but there are, of course, exceptions. Pratt publishes a most valuable monthly list of new technical books.

The Pratt Institute, as a school of practical industrial instruction, is probably the foremost of its kind in the United States.

Mr. Edward F. Stevens, of Brooklyn, the Chief Librarian at Pratt, and a recognized authority on technical topics, in a recent article in the *Library Journal*, wrote that:

"Already Canada has taken steps in recognition of the natural relationship of the library to education. In Ontario a measure is expected to be introduced by the Minister of Education which will establish a league of libraries in industrial centres for providing the text-books of the principal trades of those centres for distribution to mechanics earnest for self-improvement.

"This is only one phase of this activity across the border.

"There yet remains unprovided for that larger class of students (of our new trade schools to be sure), apprentices, mechanics, young engineers, inventors, practical men of many interests—the learners and earners of industrial society, whose need being greatest can be served the best—that great body identified with this new movement for industrial betterment. These must and do now look to the public library to vindicate itself as the library of all the people.

"The literature of industry has within recent years risen to a dignity that commands the respect of bookmen.

"To convince practical business men that a public library can serve them adequately in their business necessities requires much study and all of one's tact. Men must learn that the public library is not merely a general privilege, but virtually a personal possession; that the reference librarian and his associates are not officials ready to dispense favors, but public subordinates at the command of the visitor. Red tape must be dispensed with."

Buffalo issues special catalogues of industrial books for artisans with Call Numbers. These books are issued according to the occupations of the borrowers. The Larkins Soap Company have a special school of instruction for their staff



Wallaceburg Public Library,



Winnipeg, Manitoba, Public Library.

of 1,200 employees. Mr. H. L. Brown, the Public Librarian, essentially a progressive, is making preparation to institute a systematic course of reading for artisans, but so far nothing specific has been done.

NIAGARA FALLS, N.Y.—Beyond sending special collections of books to the employees of the largest local manufacturing concerns in the city, Miss Witmer, a most capable librarian, stated that no step has yet been taken to utilize the library for the technical education of the workman.

TECHNICAL EDUCATION

By Means of Travelling Libraries.

The following copies of (1) Lists of Industries in Oshawa as given in the letter of application from the Chairman of the Oshawa Library Board for a Technical Travelling Library; (2) the Inspector's letter to the Chairman when shipping books, and (3) the Chairman's report upon the results of the experiment and the circulation of the books, are inserted here in order to illustrate the plan followed by the Department of Education in complying with applications as received, and for the instruction of other applicants. The choice of books when this first case was made up was limited.

Copy of Application for Travelling Technical Library for Town of Oshawa, with List of Local Industries.

Ontario Malleable Iron Co. employs about 550 men; iron moulding and pattern-making the chief occupations.

Fittings, Ltd., about 150 men; iron moulding, iron fitting and pattern-making,

machinists.

The McLaughlin Carriage and Automobile Works, about 450 men; woodworkers, painters, blacksmiths, upholsterers and carriage trimmers and machinists, gasoline engine workers; anything on automobile construction will be welcome.

The Pedlar Metal Roofing Co., about 100 men; pressed metal workers, draftsmen, machinists, metal roofing and interior decorated metal work, also corrugated

culverts.

The Williams Piano Co., about 200 men; manufacturers of pianos, wood carving and general wood workers, cabinet makers, etc., painters, stainers and varnishers.

The Robson Leather Co., manufacturers of plain and fancy leather and general tanning business, employs about 100 men.

The Woon Works, manufacturers of threshing machines and general strong

machinery, mostly machinists, employs 100 men.

The Schofield Woollen Mills, manufacturers of knitted woollen goods, employs 100 men.

W. J. Trick, interior fittings and office furniture.

Matthew Guy, hearses, broughams and special carriages, 30 men employed.

Dormer & Park, iron foundry, 25 men employed.

The T. Eaton Co., whitewear factory, employs mostly females, perhaps a dozen men. cutters and engineers, 200 employed. Gas Works. Electric Light Power Plant. Mechanical Engineer, operating engines at all the factories. Oshawa Canning Co., employs about 100 men and women.

Copy of letter from the Inspector when sending the Library Case No. 171 to L. K. Murton, Esq., K.C., Chairman, Oshawa, Ont.

TORONTO, May 9th, 1910.

"In the Library shipped you will find forty volumes in all, representing a value of \$51.65. This is an experimental case. If the results of this departure prove of practical benefit to the class of readers interested, then it is hoped that steps will be taken to establish a League of Libraries; this League will be invited to join with the Department in circulating these and other books of a similar character, each Library agreeing to purchase books to the extent of a value yet to be determined. This present departure is, as I say, an initial step.

A Register is enclosed in which the Librarian, or the official who has charge of the Special Library, is expected to keep a correct record of the circulation of the books, which, together with the report of the official referred to, when the books have been thoroughly perused and the Library returned to the Department, will constitute the information upon which a proper estimate of the benefit derived

can be reached, and upon which future action can be based."

On December 8th Mr. Murton reported as follows:

"Our Librarian has furnished me the following information, which I have condensed, and in part tabulated, respecting the Technical Library Case, No. 171, furnished by your Department on 7th May, 1910, and its subsequent use to 7th December, 1910, seven months.

While these books, in addition to being issued in this way for home reading, were frequently consulted at the Public Library building, on special points without being taken away, the actual circulation of each book is shown by the following table":

Book No.	Times Taken Out	Book No.	Times Taken Out	Book No.	Times Taken Out
1 2 4 5 6 7 8 9 10	8 2 5 1 8 4 1 6 2 3	14 15 16 18 19 20 21 22 23 24	1 4 2 5 3 3 2 4 3 2	25 26 27 28 29 30 31 32 33 34 36 37 38 39 40	2 3 2 7 2 7 2 1 1 2 1 1 3 2 2 1

"The titles of the books show that the Williams' Piano Factory here and the McLaughlin Carriage and Automobile Factory furnished a much larger proportion of readers interested in improving themselves in their trades than the different iron working factories. Indeed the employees of the latter have been

singularly indifferent to the advantages offered to them, although, of course, there are a few exceptions. Those who have taken an interest in this Loan Library have been greatly pleased with it, and it was difficult, in fact impossible at times, to supply some of the works asked for as rapidly as they were demanded."

BARRIE

In reporting on the Library sent to Barrie, Mr. Hunter, the Librarian, wrote

that:

"The Technical Library that you sent us (containing works on railway operation and branches of railway work) has been of much service here. As the railway employees live chiefly in the south end of this town (the part known as Allandale), we considered it advisable to place the railway technical books in the circulating library of the Y. M. C. A. of the G. T. R. division at Allandale, where they could be loaned with greater convenience to the men. This was done, and it has met with good results. Shortly afterward they formed an engine class of young men to prepare for an examination on locomotives, which the operatives have to pass; and they find the books very serviceable in this direction. This has made a forward step in railway technical education that is worthy of note in your report."

SARNIA

Mr. D. M. Grant writes as follows:-

"I wish you would send us an additional Register for the issue of books from the Technical Libraries, as the old ones are filled up and the books still going out in considerable numbers."

LONDON

THE McClary Manufacturing Co. of London, in making application for a Technical Library, stated "that in their two factories they had about 1,000 hands employed, with a circulating library in each; and had established classes amongst the men for instruction." Up to the time of writing it has been impossible to prepare a case for the McClary Co.

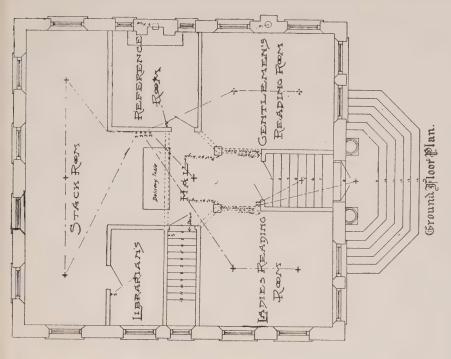
I hesitate to call the Public Library the "people's university," for the phrase has become frayed and threadbare, "with a decided tendency towards cant." Call it what we will, we are all interested in finding out to what extent the library may help a poor workman to become a good workman, a good workman to become

a master of his craft.

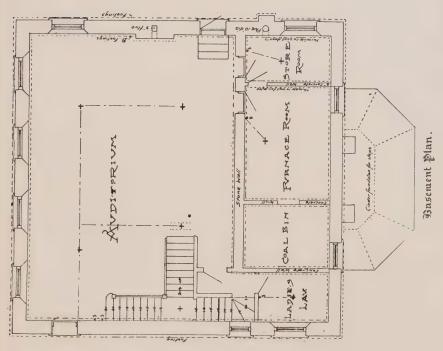
All libraries should make some sort of attempt to keep in touch especially with the leading industries in which the community which supports the library is interested. The unprejudiced will admit that the carpenter and woodworker has as valid a reason to expect to find a good magazine on the trade on which he depends for his livelihood upon the library table, as has the light literature reader to find the all-story paper or literary review there. Has the library done its full duty? It is becoming more and more the practice in the gradual widening of the library field in Ontario to use a fair proportion of library income in the purchase of books and periodicals devoted to the industrial trades.

It is the shop-taught worker who needs more surely the help the library can and should give him. His wants should be looked after first by getting the books and periodicals that will be of benefit to him, and then by letting him know that

they are for his special use.



Fergus Public Library.



According to P. B. Wright, of St. Joseph, Mo., in the Library Journal (Dec., 1909), "for one person in the United States who receives a higher education, and for three who receive the education of the secondary schools, there are sixty-five who receive only an elementary education, and that chiefly in the lowest grades," or, as William Allen White recently stated in an article in the American (August, 1909), "only 3,000 persons received post-graduate degrees from our colleges and free institutions, and only 25,000 of the 24,000,000 available students complete the four years' college course. The school begins to lose its hold on the children, and especially the boys, at 13 and 14, and the grip slackens startlingly fast each year thereafter. This is the period the library fight begins and it extends until the boy is a man. If the proper foundation has been laid, the library has more than a fighting chance and if it encourages the boy, and meets his needs and requirements, the library will win."

Mr. Dodge, president of the Link-Belt Company of Philadelphia, Pa., shows

that the actual money value of training of this sort is large.

As to the earning power of groups of men graded as unskilled, shop-trained, trade school, technological school, etc., his investigation demonstrated that the unskilled group receives \$10 per week at 22 years of age, and does not advance much farther. Of the shop-trained group, the average enters the shop at 16 (note the age) at \$3 per week; advances steadily to \$9 at 20; to \$13 at 22½; to \$15 at 24, beyond which the average does not advance. This is the group offering the greatest field for the library, and what may be done for them in a material way alone is seen by the statement that the next higher group, that of the trade school, the average man enters the shop at 19 at \$12 per week, advances to \$15 at 20½; \$16 at 21½; to \$22 at 25. Note the striking differences in earning power. The technology group enters the shop at 22 at \$13 a week; advances steadily to \$32 at 27, then at a less rapid rate to \$42 at 32.

At the age of 23 it will be seen that he estimates the earning power of the shop-trained man at \$700 a year and of the trade-school trained man at \$900 per year. At the age of 32, the apprentice educated in his vocation has increased his annual wage to \$1,250, while the untrained man has increased his only to \$850. On the basis of 5 per cent., at 32 years the potential value of the first would be \$25,000, and of the second only \$17,000. Or. in other words, the wealth of the State is increased \$8,000 for every individual who is given vocational training.

The cost of industrial training becomes insignificant in comparison with results such as these.

LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

The following Literary and Scientific Institutions, etc., having duly reported according to the requirements of the Act, have received the undermentioned grants during the year 1910.

Name.			
	\$ c.		
Brant Historical Society.	100 00		
Elgin Historical and Scientific Association	100 00		
Essex Historical Society	100 00		
Huron Institute	100 00		
Lennox and Addington Historical Society	100 00		
Lundy's Lane Historical Society	200 00		
London and Middlesex Historical Society	100 00		
Niagara Historical Society	200 00		
Ontario Historical Society	800 00		
Simcoe County Pioneer and Historical Society	100 00		
Women's Canadian Historical Society of Ottawa	200 00		
Women's Canadian Historical Society of Toronto			
Women's Wentworth Historical Society	300 00		
Hamilton Scientific Association	400 00		
Ottawa Literary and Scientific Society	200 00		
Canadian Institute	1,000 00		
L'Institut Canadien Francais d'Ottawa	200 00		
Ottawa Field Naturalists' Club	200 00		
Wellington Field Naturalists' Club	100 00		
Royal Astronomical Society, Toronto	600 00		
Society of Chemical Industry	200 00		
Ontario Library Association	200 00		
Reading Camp Association	500 00		
Canadian Free Library for the Blind, Markham			
*Ontario Society of Artists	500 00		
Central Ontario School of Art and Industrial Design, Toronto	400 00		
St. Patrick's Literary Association of Ottawa	No report.		

Note.—It is not possible to publish this year the interesting annual reports received from many of the above Associations. Their complete proceedings will appear in 1911.

ONTARIO HISTORICAL SOCIETY

This important parent organization held its annual meeting 17th and 18th September, in the Theatre of the Department of Education; the President, Mr. Barlow Cumberland in the Chair, with Mr. Clarkson W. James, Secretary. A record number of representatives of the many affiliated Historical Societies was present. After an especially interesting address by the President, the Secretary presented his annual report. It is impossible in the limited space available to give even an epitome of this. It contained a detailed story of the work undertaken and accomplished during the year, the result of exceptional and record effort on the part of the Secretary who has spared neither time or pains in preparing an Historical Catalogue of the many papers, documents and relics in the custody of the Society hitherto unattempted.

It showed that these records, maps, etc., reached a grand total of 5,496, and properly catalogued, are now readily accessible for reference by those seeking further light on the history of the Province, its pioneer heroes, heroines, struggles, and landmarks and the efforts made to preserve the latter.

The proceedings of the Society with reports of the transactions of its affiliated Societies have since been printed in book form, 162 pages of statistical and historical reading, a graphic presentment of matters of exceptional interest

not only to students of provincial history, but to any one—and this should mean everyone—rightly concerned in the chronicles of the country they live in. This volume can be obtained upon application to Mr. Clarkson W. James, Secretary Ontario Historical Society, care of Department of Education, Toronto.

THE CANADIAN LIBRARY FOR THE BLIND

In submitting the Annual Report of the above Institution the Secretary, Mr.

S. C. Swift, M.A., writes in part as follows:-

"You will there see that a sincere attempt has been made to meet the demands of your department for a more business-like method of administering the finances at our disposal, and that our librarian is now a salaried officer, receiving \$600.00 a year as her remuneration.

"Our membership and circulation are steadily increasing, which, we respectfully submit, is a proof of the good work done and our right to permanent existence. But permanence can only be absolutely assured by the Government granting an

increased appropriation for maintenance."

The Secretary refers to the New York State Library. "The entire cost of maintenance (including salary of librarian, grant for books, etc.) is defrayed by the Government." "The result of this," he continues, "is to take the library completely out of the class of charities and to place it among the educational institutions of the land." Mr. Swift concludes his report by suggesting the advisability of taking over the Markham Library by the Department of Education and placing it under Government control, or failing that to give it an increased grant so as to "enable us to devote a part of the funds derived from other sources to the wiping out of our deficit and the establishment of our library upon a sure footing."

It would seem that if the Canadian Library for the Blind is to expect the sentimental and business fulfilment of its praiseworthy mission, certain reconstruction is necessary. An inspection will shortly be made and an interim report submitted to the Minister of Education. The deficit of \$185.00 has since been reduced to \$85.00. The Board of Management as now constituted consists of Messrs. E. W. Hermon, F. W. Johnston, S. C. Swift, M.A., C. W. Carruthers and C. B. Lloyd with Mrs.

Marian Robinson, Secretary.

Pertinent to the subject of rendering assistance to the blind, I would add that I have received letters from Mr. George H. Locke, Chief Librarian, Toronto, and Mr. W. O. Carson, Librarian of the London Public Library, both advocating the introduction into Public Libraries wherever possible of a proportion of books for the local blind. With this suggestion I am in complete sympathy and would respectfully recommend that in regard to Travelling Libraries of this Department. I be authorized to include a small number of selected books for blind readers, to be placed in certain Cases for loan to such communities where it has been ascertained that blind persons reside. I consider that the establishing of reading-rooms and lending libraries for the blind should be included in the work of every public library, even should only a few of the sightless seem to avail themselves at first of the privilege.

AMERICAN LIBRARY ASSOCIATION

ANNUAL MEETING, MACKINAC ISLAND

In response to an invitation extended by Dr. Hodges, President of the American Library Association, the Inspector accompanied by His Honour Judge Hardy, President of the Ontario Library Association, attended by request of the Minister of Education, the annual meeting held at Mackinac Island, Lake Huron, in June,

1910. Other Canadian representatives present, and who took an active part in the proceedings were: Mr. C. H. Gould, ex-President of the A. L. A., Librarian, McGill University, Montreal; Mr. Laurence Burpee, Librarian, Ottawa; Mr. W. O. Carson, Librarian, London; Miss Black, Librarian, Fort William and Miss Dunham, Librarian, Berlin.

The knowledge absorbed by daily intercourse with many of the brightest men and women library workers in the United States, of whom there were about 600 present, and the insight gained into the methods that obtain across the border were invaluable. While duly appraising the pace set by these ladies and gentlemen and from whom there is much to learn and copy—and from whose open avowals we learned what to avoid, it was gratifying to realize that in all respects, not alone taking into consideration the questions of comparative wealth and population—Ontario has every reason to be proud of its own position. Restricted as to space I have no opportunity in this report to particularize.

The sincere thanks of the Canadian contingent are extended to the President, Officers and Members of the American Library Association for the unreturnable

courtesies shown, enumeration of which is impossible.

I would respectfully recommend that some provision be made by the Legislature to in part defray the expenses of the Ontario Library delegates, who it is hoped will assemble from all parts of the Province to welcome the members of the American Library Association, who it is expected will hold their annual meeting at Ottawa in 1912. This gathering should be an international one.

THE READING CAMP ASSOCIATION

The method, or rather, I should say, lack of method, pursued by this Association in its disbursement of the moneys granted by the Legislature show, I regret to say, no improvement. While its primary purposes are undeniably laudable the administering of its financial affairs is lax. My criticisms in last year's report, stand.

I declined to recommend payment of the balance of \$250.00 of the \$500 legislative grant until some statement of expenditure was made. In response to this Mr. Fitzpatrick mailed to me an undated and unsigned memo. of expenditure of the sum of \$1,144.79, consisting of six items lumped, but unaccompanied

by any details.

Upon the Superintendent's repeated entreaties that I would accept his explanations, and his promise that for 1910 a statement would positively be rendered in detail, and that he "would be grateful for any suggestion or advice that would enable him to carry on the work more systematically and successfully," I recommended to the Minister payment of the \$250.00 as called for.



